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| <p>Year Group: 4</p> <p>Name of project: The Arctic: Why is the Arctic evolving?</p> <p>Term: Spring</p> | <p>Summary of current hook:</p> <ul style="list-style-type: none"> • Where in the world are we? Children to explore the Arctic circle –the landmarks, landscape, animals and phenomena. A group research project. • How have animals adapted to live in the Arctic? Blubber! • Ice experiment – how long does it take to melt? | <p>Summary of current celebration:</p> <p>The children will take part in an overnight stay at school with activities based around becoming ‘Arctic Explorers’. The children will work collaboratively in order to solve problems whilst using their field work skills</p> <p>Parents will be invited to look at the children’s books at an open-door night, between 3:30-4:00.</p> |
| <p>Learning Journey</p> | | |
| <p>Geography</p> <ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries. • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • The causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. <p>Science</p> <ul style="list-style-type: none"> • Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment • Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> | | |
| <p>What are the current curriculum links to maths and English?</p> <p>In English, children will write a detailed museum exhibit description plaque inspired by Animalium by Katie Scott, using their own imagined or extinct creature. The final piece will present their creature as if it were part of a collection or exhibit in the Natural History Museum. Children will also write persuasive letters to Coca-Cola about the company’s impact on climate change, and they will explore nature poetry. During project sessions, they will write podcast scripts, which will then be recorded and turned into QR codes so they can be listened to at home.</p> | | <p>Curriculum Facilities</p> <p>Drama studio – re-enacting Arctic expeditions. Art Studio – Ted Harrison inspired art. Teaching Kitchen – Home made ice cream for sleep over dessert</p> |
| <p>Integrity</p> <p>The children are encouraged to consider their place in the world and the impact they have by making small changes</p> <p>The children are encouraged to consider the wider impact of changes to the Arctic</p> | <p>Ambition</p> <p>Respectful sharing of opinions and reflections e.g. ‘ I agree with... I disagree with...’</p> <p>Children being encouraged to ask questions about the impact their actions have on the wider world</p> <p>Challenge how we can look after the world around us</p> | <p>Respect</p> <p>The children will explore and contrast the life of people in the Arctic with their own lives.</p> <p>They will explore how different climates provide habitats for other living things which are not in our local environment</p> <p>They will consider how removing an aspect of the food chain can have a negative impact on the rest of the chain</p> |
| <p>Growth Mindset</p> <p>Through class and group discussions, children are encouraged to listen to and build upon ideas and to challenge one another. In particular to discuss what they can do individually and collectively to protect the Arctic.</p> | <p>Critical Thinking</p> <p>Why is the Arctic evolving?</p> <p>How can we, as individuals and a collective live so as to ensure that we have a positive impact on our environment?</p> <p>How might our opinions and views differ from others, and what are the reasons/justifications for this?</p> | <p>A school within a garden</p> <p>The children will also use the pond area and other habitats around the school to investigate the habitats found there and the living things that inhabit them. They are also carrying out a longitudinal study focusing on three different areas of the school grounds: near the woods, near the allotments, and the corner by the public footpath. In each area, they will observe the range of habitats present and then investigate and compare the impact of removing part of the ecosystem.</p> |