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| Year Group: 4  Name of project:  The Arctic: Disappearing World?  Term: Spring | **Summary of current hook:**   * 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?   Mid Hook (10th Feb) workshop lead by KR. | **Summary of current celebration:**   * Art inspired by Ted Harrison to showcase the landscape of the Arctic * Children to guide their parents through experiments which show the impact of climate change on the Arctic landscape.   Chn create an Arctic podcast, which discusses the climate crisis happening in the Arctic, the impact on the wider world and what we can do to help. This is sent home to parents to listen. |
| **Learning Journey**  **Geography**   * -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.   **Science**   * -Recognise that living things can be grouped in a variety of ways * -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 * -Recognise that environments can change and that this can sometimes pose dangers to living things | | |
| **What are the current curriculum links to maths and English?**  In English, children to write a detailed text for a museum exhibit description plaque based on Animalium by Katie Scott, using their own make-believe / extinct creature. The finished piece should showcase their creature to mimic a display as part of a collection or exhibit in the National History Museum. Children also write persuasive letters to their MP regarding climate change, and explore poetry with messages. In project sessions, children write a podcast scripts, which are then recorded and sent home. | | **Curriculum Facilities**  Drama studio – re-enacting Arctic expeditions.  Music Studio – Workshop lead by Mr Roy (Environmental Learning Leader) who has been to the Arctic circle.  Art Studio – Ted Harrison inspired art. |
| **Integrity**  The children are encouraged to consider their place in the world and the impact they have by making small changes  The children are encouraged to consider the wider impact of changes to the Arctic | **Determination and Effort**  Respectful sharing of opinions and reflections e.g. ‘ I agree with… I disagree with…’  Children being encouraged to ask questions about the impact their actions have on the wider world  Challenge how we can look after the world around us | **Respect**  The children will explore and contrast the life of people in the Arctic with their own lives.  They will explore how different climates provide habitats for other living things which are not in our local environment  They will consider how removing an aspect of the food chain can have a negative impact on the rest of the chain |
| **Growth Mindset**  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. | **Critical Thinking**  **Why is the Arctic evolving?**  How can we, as individuals and a collective live so as to ensure that we have a positive impact on our environment?  How might our opinions and views differ from others, and what are the reasons/justifications for this?  How can we plan routes using maps, considering the best routes and any key factors presented? | **A school within a garden**  The children will also use the pond area and other habitats around the school to investigate the habitats situated there and which living things live there. The children are also conducting their longitudinal study in the woodland, urban garden and school fields. They are observing the variety of habitats within each area and then investigating and comparing the impact of removing part of the ecosystem in each area. |