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| **Week 1 Focus:** Where are the extreme regions around the world? What makes them extreme?  **Year 5- Geography Planning- Autumn 1- Extreme Regions and Explorers**  **Activity:**  Pupils start by individually mind-mapping what  they already know about Extreme regions- including writing, drawings etc.  **Ask:**  What makes an extreme region?  Where is Antarctica?  What is the climate like?  Why are these places so cold?  What is the tundra biome like?  Discuss with children what makes an extreme region, create a definition with the children that could be used in a glossary.  Show children using google maps where Antarctica is located, identify on the map the different biomes. Discuss key terms with children.  In mixed ability pairs children will research the different extreme regions around the world and label on each continent. Children to also label on the blank world map; mountain ranges, deserts, tundra, rainforest etc. that are each in the extreme regions.  Extension create a glossary for geographical terms relating to extreme regions, for example, arid, biome.  **Resources:**  Ipads  World Maps  Blanks map of Antarctica | **Week 2 Focus:**  Antarctica andThe South Pole- Physical Features  **Activity:**  **Ask:**  Where is Antarctica?  Why are these place so cold?  Where might permanent ice and snow be found?  What is the tundra biome like?  Starter: Looking at map of Antarctica what can the children notice, hide image and let the children draw from memory. Repeat this three times. What did the children notice? What did the children remember?  Using images and videos show the children the landscape of Antarctica and explain how nature struggles to gro and survive as everything freezes before it can grow. This weather limits the impact and addition of Human features in Antarctica.  Children to research the different human and physical factors in the South pole.  Provide children with starter questions to direct their research.  -what is the climate like in Antarctica?  -What can you find out about the penguins that survive?  -What is the tundra like?  - Why would tourist visit Antarctica?  **Resources:**  Power point to show children a range of images of what Antarctica looks like, what is there and who lives there  IPads  <https://discoveringantarctica.org.uk/oceans-atmosphere-landscape/ice-land-and-sea/key-physical-features/> |
| **Week 3 Focus:**  Why was the South Pole so hard to reach? Antarctic Explorers- Shackleton, Scott and Amundsen and the race to reach the South Pole  **Activity:**  **Ask:**  What do you already know about Antarctica?  What explorers do you know?  What is the landscape like?  What would you take to explore a extreme cold region?  Children will explore the two different routes took by both exploration teams. why did each team choose a different e route what different equipment did they take?  All Children will plot the route both Antarctic explorers took starting from their base countries all the way to the south pole.  Children will then have an Antarctic (centred on the south pole). Children will plot the different routes taken.  **Group 1-** Children to independently create fact files about each explores they must include information based on their race to the south pole for example  **Group 2-** With support children will create a fact file on the both South pole explorers including the differences in route and problems faced in the south pole.  **Resource:**  Ipads  Information sheets  Blank world maps  Blank Antarctica maps  Powerpoint to show children route of both explores.  Video from ted ed <https://www.bing.com/videos/search?q=race+to+the+south+pole+fact+file+ks2&docid=608044606286070423&mid=C27AA0D911288D3DD828C27AA0D911288D3DD828&view=detail&FORM=VIRE> | **Week 4 Focus:**  The Arctic Circle and the North Pole- Human and Physical Features- How is it similar and different to Antarctica and the South Pole?  **Activity:**  Compare and Contrast  **Resource:** |
| **Week 5 Focus:** How do people travel around the Arctic?Arctic Explorers**:**  Robert Peary(dogsled) Fridtjof Nansen (pack ice ship)  **Activity:**  Design a vehicle to withstand the conditions of the Arctic with labels  **Resource:** | **Week 6 Focus:** Mountain Ranges around the World  **Activity:**  Guinness world Records of Mountain Ranges  **Resource:** |
| **Week 7 Focus**: Mountain Explorers- Everest, Edmund Hilary, Melissa Arnott  **Activity:**  What do you need to pack for a Mountain Expedition and explain why it is needed to survive the extreme region?  **Resource:** | **Week 8 Focus:**  **Activity:**  **Resource:** |