



Spring 1 Term 1

Whole School topic 'Famous for five minutes'- Year 3 Polar Explorers

History	Geography	Art	Design and Technology
We will be looking at a range of different polar explorers from the past and present.	In Geography we will be looking at the poles and where they are located on a map. We will be looking at specific journeys taken by explorers.		Children will plan and make a set of Inuit mittens after researching what they need to wear in order to survive. The children will measure, cut and sew in different styles to construct a pair of mittens.

Key drivers of the curriculum

Aspirations	Global citizenship	Wellbeing
As part of our study of looking at Polar Explorers we will look skills required to become an explorer and what that entails.		

Core links through the curriculum.

Basic Skills

Real World Applications

English	Numeracy	Using Technology including Computer Science	Science
<p>Key texts Polar Bear Son: An Inuit Tale- Lydia Dabovich</p> <p>Writing opportunities Children will create biographies about explorers they have learnt about. Children to create leaflets advertising for people to move to the poles and become Inuits.</p> <p>Reading opportunities Selection of Non-Fiction books about Polar Explorers and expeditions in the classroom.</p> <p>Trapped by the Ice: Shackleton's amazing Antarctic Adventure- Michael McCundy</p>	As part of our study of Polar explorer's children will learn about temperature and read a thermometer. They will measure the circumference of a block as it melts in the classroom.	Children will search the internet search engines to find out about Explorers. Children will do extra research at home for homework.	Temperature: what is freezing point of water and what does melting ice measure over a day in the classroom. Take measurements and recordings.

Shipwreck at the bottom of the World- Jennifer Armstrong			
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Objectives	Activities
Geography:	
<p>I can locate countries in Europe and North and South America on a map or atlas.</p> <p>I can describe some European and North and South American cities using an atlas.</p> <p>I can use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</p> <p>I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p> <p>I can recognise features and some activities that occur in different settlements using a range of key vocabulary.</p> <p>I can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</p> <p>I can recognise that some regions are different from others.</p> <p>I can recognise that there are physical and human differences within countries and continents.</p> <p>I can recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>We will be looking at the poles and where they are located on a globe and world map. We will be looking at specific journeys taken by explorers. We will look at continents and the polar regions. We will learn about climate zones and pack a suitcase for a polar expedition. We will research time zones and learn about climate and temperature. We will build on our knowledge of the polar regions used during our year 3 Earth Matters topic to learn about the impact of a 2 degree rise in global temperature on the Poles.</p>
ICT:	
<p>I know how to safely search the internet.</p> <p>I can amend a document and save changes.</p> <p>I can amend text using select/delete and copy and paste.</p>	<p>Children will search the internet search engines to find out about Explorers.</p> <p>Children will do extra research at home for homework and we will discuss internet safety with them to enable safe internet access.</p>
D&T	
<p>I can consider the design criteria and create a design brief for a product.</p> <p>I can make a step by step plan to build a product.</p> <p>I can identify the strengths and weaknesses of ideas.</p> <p>I can evaluate existing products to see what works better than others.</p> <p>I can join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch</p>	<p>Children will design and create a set of Inuit mittens, using our scientific skills to considering suitable materials for the climate. Children will sew the mittens in a range of stitches depending on ability.</p> <p>Children to then evaluate their finished products.</p>
History	
<p>I can identify details from several themes, societies, events and significant people covered in local, national and global history.</p> <p>I can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms</p>	<p>Children will study different Polar Explorers and their achievements and understand why these events were significant. They will use contemporary sources to study events. They will produce timelines for particular explorers that they have studied.</p>

I can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.

I can describe some relevant causes for, and effects on, some of the key events and developments covered.

I can select what is most significant in a historical account.

I can provide a reason why two accounts of the same event might differ

I can ask valid questions for enquiries and answer using a number of sources.

I can understand how sources can be used to answer a range of historical questions.