



**Birchfield**  
PRIMARY SCHOOL

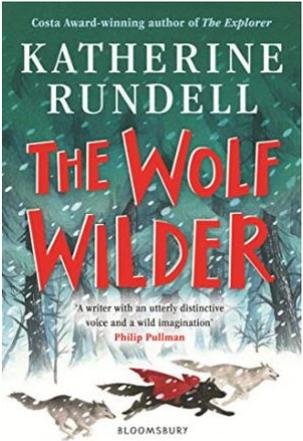
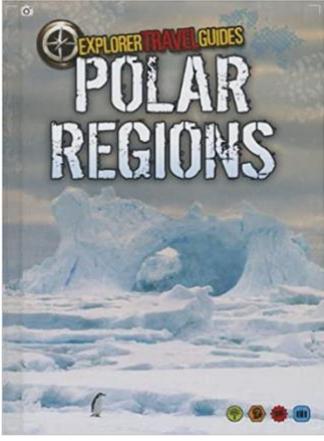
Year 6 Curriculum Overview  
Term 2.1

Teaching Team:  
Miss Fowler, Mrs Akhtar and Miss Chahal  
SLT: Mrs Z Thewlis

PE (Physical Education) Days: Monday

Homework: Every Tuesday and Friday

Please see below an overview of the main themes,  
knowledge and skills we will be covering this half term.

Enquiry Question	How are the ice caps damaged by environmental change?
Significant People	Robert Falcon Scott, Ernest Shackleton, Roald Amundsen, Harpreet Chandi, Matthew Henson.
Class Texts	<p>Wolf Wilder – Katherine Rundell  Themes: Family, revolution, bravery, corruption, fantasy, nature, love, freedom, difference, diversity.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Reading	<p><b>Reading domain:</b> 2b retrieve and record information / identify key details from fiction and non-fiction  2d make inferences from the text / explain and justify inferences with evidence from the text  2g identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Test techniques:</b>  This half term, year 6 pupils will be developing their retrieval, inferential skills and the impact of selected vocabulary upon the reader.</p>

	<p>They will begin by understanding the difference between literal and inferential through focusing on a range of images and what they show and how to use the clues to decipher what is happening, what could have occurred and base predictions on this. As we progress through the term children will be exposed to a range of different texts and use the PEE method (point, evidence and explain) to structure their responses using evidence from the text to justify and support their response. Children will know how to find and copy words from various texts, using their prior knowledge as well as what they have read.</p>
Writing	<p>This half term pupils will begin to develop their narrative writing style through understanding what makes a good story and plot and how to engage the reader and the impact language can have on a reader. Children will also write their own non-chronological reports.</p>
Maths	<p>This half term, children will continue to develop and consolidate their knowledge and skills with fractions, decimals, and percentages. Pupils will become fluent and develop reasoning and problem-solving strategies.</p>
History	<p>Pupils will learn about great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott,</p>

	between 1901 and 1916 during the Heroic Age of Antarctic Exploration.
Geography	This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.
Science	Children will describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants, and animals. They will give reasons for classifying plants and animals based on specific characteristics and research unfamiliar animals and plants from a range of habitats, deciding upon and explaining where they belong in the classification system.
Mandarin	Children will be learning about these topics, this half term: <ul style="list-style-type: none"> <li>• More pets and animals <ul style="list-style-type: none"> <li>• Food and drink</li> </ul> </li> <li>• Chinese New Year traditions and celebrations.</li> </ul>
Art	Children will explore Inuit prints made using a stencilling technique. Children will use the same technique to create their own stencil before developing a series of prints.
Music	The 6-week unit of work will build on previous learning. Pupils will begin to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure

	<p>and appropriate musical notations. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. The children will describe the style indicators of the song/music, describe the structure of the song, identify the instruments/voices they can hear and talk about the musical dimensions used in the songs. Children will continue to find the pulse or 'heartbeat' of songs. They will also begin to use instruments through the iPads to begin composing their own pieces of music, with an ambition to perform and share their work.</p>
PSHE	<p>How can the media influence people?  This half term, children will be studying how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions. Understand how they can keep themselves safe and evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.</p>
Computing	<p>Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>
RE (Religious Education)	<p>Remembering roots – pupils will consider how they remember special people, places and events and think about why is the past important.</p>
PE	<p>Gymnastics: In this unit, pupils use their knowledge of compositional principles e.g.</p>

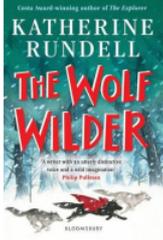
how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

**Fitness:** Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.

# Knowledge Organiser:

## Reading

### Book Knowledge Organiser – The Wolf Wilder by Katherine Rundell

Important Information			<b>Key Questions/Reflection Points</b> The novel introduces Feo, her mother and their peaceful home. How and why is the peace disrupted? Why do you think Feo and Marina are wolf wilders? Think about the different risks they are taking by engaging in this practice. Do you think the risks are worth it? Why/why not? What impression are we given of the rich people who keep wolves as pets? Feo, Ilya and the wolves encounter Rakov and he commits a terrible act. How do Feo's skills help them to survive? Alexei wants Feo to join his cause. Do you think Feo should help him and why? The children prepare to execute their plan. What difficulties do you think they will encounter? The children trick their way into St Petersburg, rallying others to join them. What do you think about the ending of the book? What might the people of Russia do next?																				
<b>Plot</b> Feo and her mother, Marina, live alone in the snowbound woods of Russia. They are wolf wilders (people who teach tamed wolves to live in the wild). When an infamous Russian general arrests Marina, Feo sets off on a quest to save her. With the help of her trusted wolves and a runaway Russian soldier, Feo travels across the frozen landscape and is swept up in the beginnings of a revolution.	<b>Themes</b> • bravery and resilience      • family • friendship                      • nature vs humanity																						
<b>Setting</b> In the beginning, their cosy, wooden house is a sanctuary that protects them from the bitter Russian cold. Both mother and daughter lovingly built the house and made it homely. The sanctuary is disrupted by the Russian soldiers who make sure that Feo and her mother can never go back there. The woods are dense with trees and everything is covered with snow. In the woods, Feo roams free and wilds wolves. She also meets Ilya out amongst the trees. Feo's knowledge of the woods is useful when it comes to fleeing from the Russian army.	<b>Name of Book:</b> The Wolf Wilder <b>Date Published:</b> 2020 <b>Author:</b> Katherine Rundell <b>Genre:</b> Fiction																						
<b>Characters</b> <b>Feo:</b> At the start of the book, Feo is a wild character who is only close to her mother and the wolves she has befriended. As the book progresses, she must work with humans to rescue her mother and use her bravery to fight for herself and others. <b>Ilya:</b> Ilya is a soldier who does not believe in the Tsar's regime. He has dreams and a talent that he would much rather pursue. He becomes a reliable friend and fierce supporter of Feo, and even learns to trust her wolves. <b>Alexei:</b> Alexei is a revolutionary agitator who wants to use Feo to inspire others. He is a strong, inspiring character who is admired by Feo and Ilya. <b>Rakov:</b> Rakov is a Russian army general who wants to crush the revolution and destroy wolves and wolf wilders alike. He is a source of much fear in the book and an intimidating adversary.	<b>Link to Enquiry</b> The cold climate is the focal point of this book and allows us to immerse ourselves into what it is like in these frozen climates, the types of animals that live there and how living things survive living in such a habitat.																						
<b>Story Type: Fairy Tale</b> A fairy tale is a traditional story for children that often involves magic, imaginary creatures, royalty and fantasy elements. Some readers have also drawn parallels with Little Red Riding Hood. In both, a red-caped girl ventures into the woods. However, in <i>The Wolf Wilder</i> , Feo sees wolves as companions, rather than creatures to be conquered or feared.	<b>Key Vocabulary</b> <table border="1"> <tr> <td><b>Imprisonment</b></td> <td>Putting someone in prison</td> </tr> <tr> <td><b>Aristocrat</b></td> <td>A member of a rich and powerful family</td> </tr> <tr> <td><b>Insidious</b></td> <td>Intended to deceive or entrap; sly, treacherous</td> </tr> <tr> <td><b>ragged</b></td> <td>Old and torn</td> </tr> <tr> <td><b>merchant</b></td> <td>a person or company involved in wholesale trade, especially one dealing with foreign countries</td> </tr> <tr> <td><b>Decay</b></td> <td>Rot or decompose</td> </tr> <tr> <td><b>whimpering</b></td> <td>Making a series of low, feeble sounds expressive of fear, pain or unhappiness</td> </tr> <tr> <td><b>malnourished</b></td> <td>Being supplied with less than the minimum or an unbalanced amount of the nutrients or food essential for growth and health</td> </tr> <tr> <td><b>Injustice</b></td> <td>Lack of fairness</td> </tr> <tr> <td><b>Wincing</b></td> <td>Give a slight involuntary grimace or shrinking movement of the body out of pain or distress</td> </tr> <tr> <td><b>agitator</b></td> <td>A person who urges others to protest or rebel</td> </tr> </table>	<b>Imprisonment</b>	Putting someone in prison	<b>Aristocrat</b>	A member of a rich and powerful family	<b>Insidious</b>	Intended to deceive or entrap; sly, treacherous	<b>ragged</b>	Old and torn	<b>merchant</b>	a person or company involved in wholesale trade, especially one dealing with foreign countries	<b>Decay</b>	Rot or decompose	<b>whimpering</b>	Making a series of low, feeble sounds expressive of fear, pain or unhappiness	<b>malnourished</b>	Being supplied with less than the minimum or an unbalanced amount of the nutrients or food essential for growth and health	<b>Injustice</b>	Lack of fairness	<b>Wincing</b>	Give a slight involuntary grimace or shrinking movement of the body out of pain or distress	<b>agitator</b>	A person who urges others to protest or rebel
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( )	Brackets for parenthesis.	<p><b>Active and Passive</b> Use active and passive sentences appropriately: <b>Active:</b> In front of millions of screaming fans, the star striker missed a vital penalty. <b>Passive:</b> In front of millions of screaming fans, a vital penalty was missed by the star striker.</p> <p><b>Important Links!</b> Link your sentences and paragraphs using adverbials: <b>Time</b> Subsequently, Later that day, Finally, <b>Place</b> Deep inside the forest, Below the sea, <b>Frequency</b> Occasionally, Often, <b>Contrast/ Cause</b> On the other hand, In contrast, As a result, Consequently, <b>Manner/ Behaviour</b> Breathing heavily, Waiting anxiously, Without warning, Suspecting the worst,</p> <p><b>Use a mixture of simple, compound and multi-clause sentences.</b> <b>Use a thesaurus to up-level your vocabulary choices.</b></p> <p><b>It's All Relative!</b> Use a relative pronoun to add a relative clause. <b>who, which, where, when, whose, that</b> The Queen, who has reigned for 60 years, has four children. ga is the job that The stench was so putrid that it made her eyes water. They had ventured deep into the forest where they began to feel uneasy.</p> <p>twinkl visit twinkl.com</p>
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<p><b>Splendid Subordination!</b> Use these conjunctions in varied places in your multi-clause sentences: if because as before after until unless since when Can you use a subordinate clause in different places in your sentences?</p>																																																																																																																								

**Important Links!**  
Link your sentences and paragraphs using adverbials:

**Time**  
Subsequently, Later that day,

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Deep inside the forest, Below the sea,

**Frequency**  
Occasionally, Often,

**Contrast/ Cause**  
On the other hand, In contrast,

As a result, Consequently,

**Manner/ Behaviour**  
Breathing heavily, Waiting anxiously, Without warning,

**Creating Cohesion Top Tip:** Not only can you use pronouns like he, she, it or they instead of repeating a name or names but how about other names or titles too? Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

**Be a Punctuation Professional:**

<b>A</b>	Capital letters for sentences, initials and proper nouns.
.	Full stops
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" "	Inverted commas for speech (Don't forget the commas too!).
-	Hyphen to connect words together.
-	Dashes to show longer pauses or parenthesis.
( )	Brackets for extra information or asides.
:	Colon to separate clauses.
;	Semi colons to separate clauses.

## Writing Mat

Expected Year 6

### Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

startled alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened her heart raced  
sweat trickled gasping for air

**Spellings... I need to know all of these:**

accommodate	correspond	hindrance	recognise
accompany	criticise	individual	recommend
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### Active and Passive

Use active and passive sentences appropriately:

**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.

**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

### Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices
- paragraphs with

### Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as  
before after until  
unless since when

## Writing Mat

Greater Depth Year 6

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### Punctuation Reminders:

<b>A</b>	.	!	?	'	"	" "	( )	...	:	;	-
----------	---	---	---	---	---	-----	-----	-----	---	---	---

Use a full range of punctuation.

### Check for:

- consistent tense and person
- subject/verb agreement
- paragraphs with cohesive links
- genre features
- layout devices
- pronouns/ nouns for cohesion

### Active and Passive

Use active and passive sentences appropriately:

**Active:** In front of millions of screaming fans, the star striker missed a vital penalty.

**Passive:** In front of millions of screaming fans, a vital penalty was missed by the star striker.

### Create a Mood!

Where appropriate, in formal writing, use the subjunctive mood:

If I were The Queen, ...

Were there to be a change in my circumstances...

### Splendid Subordination!

Use these conjunctions in varied places in your multi-clause sentences:

if because as  
before after until  
unless since when

Use a thesaurus to look for more ambitious synonyms. Why use 'frightened' when you could use...

started alarmed apprehensive

Or 'show' a character's feelings:

his breathing quickened her heart raced  
sweat trickled gasping for air

### Perfect Parenthesis!

Use brackets, commas or dashes to punctuate extra information and asides:

The tomb of Tutankhamen (the Ancient Egyptian pharaoh) was discovered by Howard Carter.

The advancing alien, who was speaking a Martian language, looked dangerous.

The daffodils – my favourite sign of spring – swayed gently in the woodland breeze.

### Be a Punctuation Professional!

Use semi colons, colons and dashes to mark independent clauses:

It felt like forever- the longest six weeks holiday of all time.

Jack's eyes slowly opened; there was no one to be seen.

They all knew his secret: he was a specialist secret agent.

### Important Links!

Link your sentences and paragraphs using adverbials:

**Time**

Subsequently, Later that day,

**Place**

Deep inside the forest, Below the sea,

**Frequency**

Occasionally, Often,

**Contrast/ Cause**

On the other hand, In contrast,

As a result, Consequently,

**Manner/ Behaviour**

Breathing heavily, Waiting anxiously, Without warning,

History

## History

Enquiry Question How are ice caps damaged by environmental change?

### Polar discovery

Due to the harsh and inhospitable conditions, the polar regions were the last places on Earth to be explored. During the golden age of polar exploration, between 1898 and 1916, explorers searched for the Northwest Passage in the Arctic and raced to reach the South Pole in Antarctica. Three famous polar explorers were Robert Falcon Scott, Roald Amundsen and Ernest Shackleton.

#### Robert Falcon Scott

Robert Falcon Scott (1868–1912) was a British explorer who led two expeditions to the Antarctic. His second expedition turned into a race to the South Pole that Scott's team lost, losing their lives in the attempt.



#### Roald Amundsen

Roald Amundsen (1872–1928) was a Norwegian explorer. He was the first to discover the Northwest Passage in the Arctic that joined the Atlantic Ocean to the Pacific Ocean. In 1911, he led a successful expedition to be the first to reach the South Pole, beating Scott's team.



#### Ernest Shackleton

Ernest Shackleton (1874–1922) was a British explorer who led an expedition to attempt to walk across Antarctica. However, his ship became stuck in sea ice and sank. Shackleton and his men managed to survive for 18 months before making their way to safety.



Key

□ Changing Arctic Ocean sea ice level

### Key Vocabulary

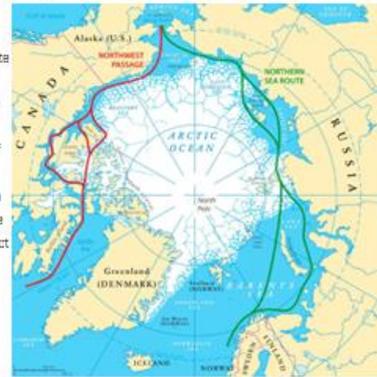
**Inhospitable:** An environment that is harsh and difficult to live in

**Exploration:** The action of exploring an unfamiliar area.

#### Northwest Passage:

The Northwest Passage (NWP) is the sea route between the Atlantic and Pacific oceans through the Arctic Ocean

**Survey:** A survey is a list of questions aimed for extracting specific data from a particular group of people or about a particular subject



### Melting Ice Caps

Surveying the Arctic Ocean sea ice cover is one of many ways that helps experts to understand how ice cover is changing. Satellites photograph vast areas of ice, and mapping the results helps to analyse how the ice is changing.

Scientists measure the thickness of the ice. They drill into the ice to collect the data. Submarines also contribute to the collection of data.

In 1999 and in subsequent years, a detailed British survey has been taken to assess the level of change in sea ice over the Arctic. The results suggest that by 2040 the Arctic Ocean's sea ice cover may disappear during the late summertime.

### Ernest Shackleton

Ernest Shackleton was an explorer who travelled to the Antarctic. In 1914 he began his third expedition, the Imperial Trans-Antarctic Expedition sailing on *Endurance*. His ship became stuck in sea ice, eventually sinking in 1915. In 1916, the team were rescued, with not a single member having set foot on



### Key Vocabulary

**Endurance:** A three-masted wooden vessel in which Sir Ernest Shackleton sailed for the Antarctic on the 1914 Imperial Trans-Antarctic Expedition

**Explorer:** A person who explores a new or unfamiliar place

**Navigate:** To move through a particular course in an unfamiliar area

**Antarctica:** The continent surrounding the South Pole; almost entirely covered by an ice sheet

**Equator:** The imaginary east-west line encircling the Earth midway between the North and South poles.

**Southern Hemisphere:** The half sphere of Earth which is South of the equator

**Pack ice:** A large area of ice floating in the sea, formed by smaller pieces freezing together

**Expedition:** A journey undertaken by a group of people with a particular purpose



RMS Titanic

### Titanic

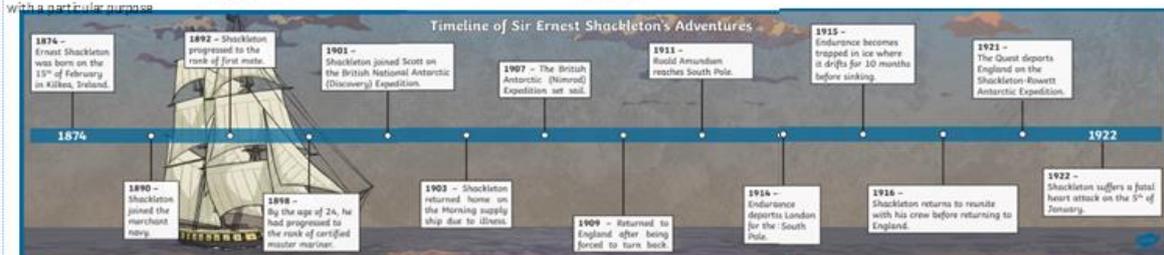
The RMS *Titanic* sank on 15th April 1912. Four days after leaving Southampton, UK and just 300 miles from its destination of New York, USA, the lookout crew spotted an iceberg in the *Titanic's* path. The ship collided with the iceberg, damaging its hull. At 2:20am on 15th April, the *Titanic* began to sink. Although the crew sent distress signals, none of the ships who responded were able to reach the *Titanic* before she sank. It is estimated that 1500 people were killed and only 700 survived.

Life on board *Titanic* depended on who you were and how much money you had...

**First class:** the wealthiest people travelled in first class. They slept in private, spacious suites and enjoyed delicious food in an elaborate dining room. They had access to lots of facilities, like cafes, a swimming pool, squash courts, barber shop and a reading and writing room.

**Second class:** not too shabby, either, second class accommodation consisted of cabins with two or four beds and a sofa, storage facilities, a sink and a mirror. Second class passengers could also enjoy an outdoor promenade, relaxation room, library and dining room.

**Third class:** the third class facilities were much more basic, but they were still far better than those on other boats at that time. Located at the bottom of the ship, cabins slept up to ten people and each had a sink and mirror. There was also a dining



# Science

## Evolution & Inheritance | Living things & their habitats

Vocabulary	Carl Linnaeus (Linnaeus Classification Example Humans)										
<p><b>Organism:</b> an individual animal, plant or single-celled life form.</p> <p><b>Theory:</b> A system of ideas intended to explain something.</p> <p><b>Taxonomy:</b> Classification of living things (as plants and animals) using a system that is usually based on natural relationships.</p> <p><b>Characteristics:</b> Special qualities or appearances that make an individual or group of things different to others.</p> <p><b>Classify:</b> To sort things into different groups.</p> <p><b>Biomes:</b> A large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra.</p> <p><b>Climate:</b> The weather conditions prevailing in an area in general or over a long period.</p> <p><b>Ecosystems:</b> A community of plants and animals and their non-living environment.</p>	<p>Carolus Linnaeus was a Swedish naturalist. He created two scientific systems: the system for classifying plants and animals and the system for naming all living things.</p> <p>His scientific process involved observing, recording the information and making conclusions.</p> <p>He divided animals into seven classes: 1. mammals, 2. Birds, 3. amphibians, 4. Fish, 5. Insects, 6. Worms.</p> <p>Who was he? Why was his work so important in the classification of living things?</p> <p>He gave each organism a two part Latin scientific name and used hierarchy, which showed how important each animal was.</p> <p>The system could be used across the whole world. Humans are homo sapiens; a house cat would be felus catus.</p>	<p><b>Species:</b> Homo sapiens Member of the genus Homo with a high forehead and thin skull bones.</p> <p><b>Genus:</b> Homo Hominids with upright posture and large brains.</p> <p><b>Family:</b> Hominids Primates with relatively flat faces and three-dimensional vision.</p> <p><b>Order:</b> Primates Mammals with collar bones and grasping fingers.</p> <p><b>Class:</b> Mammals Chordates with fur or hair and milk glands.</p> <p><b>Phylum:</b> Chordates Animals with a backbone.</p> <p><b>Kingdom:</b> Animals Organisms able to move on their own.</p>									
Biomes and Habitats	<p>Biomes are ways to categorise the Earth's surface. These categories are based on climate patterns, soil types and the animals and plants that inhabit an area.</p> <p><b>The Tundra</b></p> <p>The coldest of all biomes with very little rain or snow. Winters are long and summers are short. Part of the soil is frozen all year round, although the top part defrosts in summer and plants such as mosses can grow.</p>										
	<h3 style="text-align: center;">Adaptation</h3> <p>Adaptations are special features that plants and animals develop to suit the place where they live.</p> <table border="1"> <thead> <tr> <th>Living thing</th> <th>Habitat</th> <th>Adaptive Traits</th> </tr> </thead> <tbody> <tr> <td>Polar Bear</td> <td>Arctic</td> <td>Its white fur enables it to camouflage in the snow.</td> </tr> <tr> <td>Camel</td> <td>Desert</td> <td>It has wide feet to make it easier to walk on sand.</td> </tr> </tbody> </table>		Living thing	Habitat	Adaptive Traits	Polar Bear	Arctic	Its white fur enables it to camouflage in the snow.	Camel	Desert	It has wide feet to make it easier to walk on sand.
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Polar Bear	Arctic	Its white fur enables it to camouflage in the snow.									
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# Geography

### The Polar Regions

The earth has two polar regions: the Arctic Circle in the Northern Hemisphere and the Antarctic Circle in the Southern Hemisphere. Polar regions have long cold, winters and temperatures mostly below freezing. The weather can be very windy with little precipitation.

### Arctic Region

The Arctic region consists of the Arctic Ocean and the northern parts of Canada, Alaska, Russia, Finland, Sweden, Norway, Greenland and Iceland. Winter temperatures can reach -55°C and summer temperatures can reach 10°C. The Arctic region has a varied landscape including mountains, tundra and boreal forest. It is home to small populations of people and an amazing variety of plants and animals including the polar bear, Arctic fox, Arctic hare and walrus.

### Antarctic region

Antarctica is the world's fifth-largest continent and is covered in an ice sheet that is up to 4800m thick. It is the coldest, driest, highest and windiest continent on Earth. Temperatures can drop to -80°C, there is little precipitation, and wind speeds can reach 80km per hour. There are only two native species of flowering plants in Antarctica, but there is a rich sea life, including the emperor penguin, humpback whale and leopard seal. No people live permanently in the Antarctic. However, scientists stay for part of the year to carry out research and tourists visit in the summer months to see the landscape and wildlife.

### Polar day and night

Due to the tilt of the Earth, the poles experience nearly 24 hours of daylight during the summer months. This is called polar day, or Midnight Sun. In the winter, the poles experience nearly 24 hours of darkness. This is called

### Key Vocabulary

**Antarctic Circle:** An imaginary circle of latitude that lies 66.5° south of the equator. Everything south of this line is known as the Antarctic.

**Arctic Circle:** An imaginary circle of latitude that lies 66.5° north of the equator. Everything north of this line is known as the Arctic.

**Polar day:** Near constant daylight in the Arctic or Antarctic during the summer months when the Sun does not set below the horizon. Also known as Midnight Sun.

**Polar night:** Near constant darkness in the Arctic or Antarctic during the winter months when the Sun does not rise above the horizon.

**Precipitation:** Water that falls from clouds in the sky.

### Polar landscapes

Much of the polar regions is covered with snow and ice all year round. Polar landscape features include glaciers, ice fields and icebergs.

**Glacier:** Glaciers are slow-moving masses of flowing ice, formed by the compaction of snow. They can vary in depth from 50m to 1500m.

**Ice field:** Ice fields are large areas of connected glaciers covering flat areas, such as valleys and high plateaus. They are made from compressed and frozen snow.

**Iceberg:** Icebergs are chunks of ice that calve, or break off, from glaciers and ice sheets and float in the sea. Wind and water erode icebergs into sculptural shapes.

### Natural resources

Natural resources in the Arctic include oil, gas, minerals, metals, fish, wood and freshwater. Arctic inhabitants use the natural resources available for fuel, food and to sell to other countries. However, many of the resources have not yet been touched as they are difficult to extract, especially those that underneath the frozen waters of the Arctic Ocean.



### Matthew Henson

One of the pioneering polar explorers from the Golden Age of Exploration grew up as a poor orphan in Baltimore, and his achievements later in life were largely ignored because of his race.

### Inuit People

The Inuit are a group of culturally similar indigenous peoples inhabiting the Arctic and subarctic regions of Greenland, Canada, and Alaska.



### Key Vocabulary

**Climate:** The usual weather conditions that occur in a place over a long period.

**Horizon:** The line where the sky appears to meet the Earth.

**Indigenous:** Occurring naturally or originating in a particular place.

**Native:** Referring to the animals and plants that occur naturally in a place.

**North Pole:** The most northern geographical point of the Earth.

**South Pole:** The most southern geographical point of the Earth.

**Tundra:** An area of land where it is too cold for trees to grow and the ground below the surface is permanently frozen.



### Climate change

Human activities such as burning fossil fuels and deforestation are releasing gases into the atmosphere that are causing the temperature of the Earth to rise and its climate to change. The Arctic landscape and wildlife are at risk due to this change. Scientists are concerned that the rising global temperature is causing the polar ice to melt. If the polar ice melts, sea levels and temperatures will rise, weather patterns will change and the polar regions will be damaged.



Arctic landscape

### Impact of Tourism

There are both positive and negative effects of tourism on an area, such as an increase in income, use of land for building hotels and venues, overcrowding of popular areas and pollution. No one lives permanently on Antarctica so there are no towns, hotels or facilities. Most tourists visit Antarctica on large cruise ships that depart from South America. Scientists believe that wildlife could be made anxious by human visitors as they are not accustomed to their presence and therefore the voluntary rule is that no human should stand within 5m of an Antarctic animal.



## Home Learning

Create a diorama of one of the Polar regions.



Children to use the knowledge organisers provided to help them further their learning regarding the enquiry question.

Make a diorama of an Inuit's temporary home also known as an Igloo.

Plan and design an animal that lives in one of the polar regions. Use recycled materials to create one. This can be a drawing or 3D model.

Research and discuss global warming and climate change. What are the effects of this on our planet? How can we help to slow it down or reduce it?

Conduct some research into who Matthew Henson was, what he is recognised for and why he was and is so significant today.

Create a non-chronological report about him and his achievements.

Useful Links:

<https://discoveringthearctic.org.uk/>

<https://www.natgeokids.com/uk/home-is-good/save-our-polar-habitats/>