

Arctic Adventures : Cross-Curricular Topic : Year 1/2

Geography

1	Exploring the Arctic Circle using a map and investigating the countries within the circle.
2	Discovering the Arctic climate by describing the difference between summer and winter in the Arctic using weather icons.
3	Identifying the physical features found in the Arctic.
4	Finding out which animals live in the Arctic and where they are found by using and reading maps.
5	Exploring different Arctic cities and the countries they are found in.
6	Comparing an Arctic town to a city in the UK.

- KS1 - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- KS1 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- KS1 - use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- KS1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- KS1 - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- KS1 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

History

1	Learning about the traditional Inuit way of life, who they are and where they live.
2	Identifying what an explorer is and why they explore.

- KS1 - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- KS1 - significant historical events, people and places in their own locality

Arctic Adventures

A KS1 cross-curricular topic for Year 1 and Year 2

DT

1	Design, make, test and evaluate a model Inuit boat.
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- KS1 - design purposeful, functional, appealing products for themselves and other users based on design criteria
- KS1 - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- KS1 - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- KS1 - evaluate their ideas and products against design criteria
- KS1 - build structures, exploring how they can be made stronger, stiffer and more stable

PE

1	Exploring Inuit dances and dance sequences and creating dance moves for the Arctic animals studied.
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- KS1 - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- KS1 - perform dances using simple movement patterns

Music

1	Exploring Inuit throat singing and music.
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- KS1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes
- KS1 - listen with concentration and understanding to a range of high-quality live and recorded music
- KS1 - experiment with, create, select and combine sounds using the inter-related dimensions of music

Science

1	Grouping and identifying characteristics of Arctic animals.
2	Exploring the habitat of the Arctic and how animals have adapted to their surroundings.
3	Investigating ice and its properties by making observations and recording ideas.
4	Experimenting with an 'iceberg' to see how it floats and behaves in different conditions.

- Year 1 - asking simple questions and recognising that they can be answered in different ways
- Year 1 - observing closely, using simple equipment
- Year 1 - performing simple tests
- Year 1 - identifying and classifying
- Year 1 - using their observations and ideas to suggest answers to questions
- Year 1 - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Year 1 - describe the simple physical properties of a variety of everyday materials
- Year 2 - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Art

1	Investigating the colours in Arctic landscapes.
2	Discovering the Aurora Borealis formations and using different art materials to recreate it.
3	Exploring Inuit sculptures and prints and describing the shapes and colours used in them.

- KS1 - to use a range of materials creatively to design and make products
- KS1 - to use painting to develop and share their ideas, experiences and imagination
- KS1 - to use sculpture to develop and share their ideas, experiences and imagination
- KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Arctic Adventures

Teacher's Topic Planner

Maths

Computing

English

Science
4 Lessons

PlanBee 

History
2 Lessons

PlanBee 

Geography
6 Lessons

PlanBee 

RE

Art
3 Lessons

PlanBee 

DT
1 Lesson

PlanBee 

PE
1 Lesson

PlanBee 

Music
1 Lesson

PlanBee 

Arctic Adventures : Cross-Curricular Topic : Year 1/2

Teacher's notes:

Geography

Science

Art

DT

Music

History

PE

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GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the Arctic Circle.	Children will look at Arctic Circle maps to learn about what it is and where it is. They will explore the seven countries that make up the Arctic Circle. They will look at and describe images of towns found in the Arctic Circle.	<ul style="list-style-type: none"> Do children know where the Arctic Circle is? Can children list some countries found in the Arctic Circle? Can children read and use maps to complete activities? 	<ul style="list-style-type: none"> Slides Arctic Circle Map Worksheet 1A/1B/1C White/lined paper Memory Cards (for FSD? activity only)
Lesson 2	To explore the climate in the Arctic.	Children will learn new weather vocabulary and will use it to describe weather patterns. They will learn about winter and summer in the Arctic and what the weather is like in each of these seasons.	<ul style="list-style-type: none"> Do children understand that weather can change in the Arctic? Can children explain the different seasons in the Arctic? Do children know that weather can be different in different parts of the world? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Picture Cards Word Cards Scenario Cards (for FSD? activity only)
Lesson 3	To explore the Arctic's physical features.	Children will use their senses to describe the landscapes in the Arctic. They will learn some new vocabulary associated with physical features found in the Arctic, including mountains, hills, icebergs, rivers and lakes.	<ul style="list-style-type: none"> Do children understand what a physical feature is? Can children list some physical features found in the Arctic? Can children use their senses to describe landscapes and their features? 	<ul style="list-style-type: none"> Slides Arctic Landscapes Physical Features Cards Worksheet 3A/3B Landscapes Cards (for FSD? activity only) Questions Cards (for FSD? activity only)
Lesson 4	To explore the animals living in the Arctic.	Children will look at animals in the Arctic and how they survive the cold, harsh winters. They will use maps to locate and record animal distribution in the Arctic.	<ul style="list-style-type: none"> Can children list some animals found in the Arctic? Can children describe some features Arctic animals have? Can children use maps to locate and describe Arctic animals? 	<ul style="list-style-type: none"> Slides Arctic Circle Map A/B Worksheet 4A/4B/4C Word Bank Follow Me Animal Cards (for FSD? activity only)
Lesson 5	To explore cities and towns in the Arctic Circle.	Children will look closely at some Arctic cities and describe the physical features within the cities. They will use a map to locate these cities in the Arctic and describe the country they are in.	<ul style="list-style-type: none"> Can children list some human features found in Arctic cities? Can children explain the difference between human and physical features? Can children view aerial photos and images and locate human features? 	<ul style="list-style-type: none"> Slides Town Picture Cards Worksheet 5A/5B/5C Inuit Story (for FSD? activity only) Make an Igloo (for FSD? activity only) Igloo Examples (for FSD? activity only)
Lesson 6	To compare an Arctic town to a city in the United Kingdom.	Children will look closely at Sisimiut in Greenland and compare it to London in the United Kingdom. Children will use language to compare the physical features, human features and weather patterns in each place.	<ul style="list-style-type: none"> Can children find similarities between two places? Can children find differences between two places? Can children explain that human and physical features in towns and cities can be different and similar? 	<ul style="list-style-type: none"> Slides Sorting Cards Worksheet 6A/6B Venn Diagram Cards London Grid (for FSD? activity only) Sisimiut Grid (for FSD? activity only) Grid Cards (for FSD? activity only)

Arctic Adventures: Cross-Curricular Topic : Year 1/2

SCIENCE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify and group Arctic animals and explore their characteristics.	Children are invited to identify and group Arctic animals based on their characteristics and descriptions. They learn about mammals, fish and birds and sort the animals into these groups, describing why each animal has been sorted into a particular group. An alternative activity provides the children with the opportunity to experiment with the concept of blubber and how this helps keep animals warm.	<ul style="list-style-type: none"> Can children describe the characteristics of different animals? Can children group animals according to their characteristics? Do children see that groups of animals have similar characteristics? 	<ul style="list-style-type: none"> Slides Arctic Animal Cards and Arctic Animal Clues Worksheet 1A/1B Characteristics Word Bank Blubber Experiment Instructions (for FSD? activity only) Plastic/disposable gloves, zip lock bags, lard, water container and ice cubes (for FSD? activity only) Experiment Findings Sheet (for FSD? activity only)
Lesson 2	To explore how animals adapt to their habitat to survive.	Children learn about habitats and the animals who live in them. They explore how the harsh conditions of the Arctic have led to animals changing their bodies over long periods of time to adapt to their surroundings and survive more easily. Children identify these adaptations for different animals in the main activity and label them accordingly.	<ul style="list-style-type: none"> Can children explain what a habitat is? Can children describe how Arctic animals adapt to their Arctic habitat? Do children understand animals make changes so they can survive in their habitats? 	<ul style="list-style-type: none"> Slides Arctic Animal Diagrams Statement Cards Worksheet 2A/2B Word Bank Habitat Posters (for FSD? activity only) Habitat Fact Cards (for FSD? activity only) Coloured paper and craft materials (for FSD? activity only)
Lesson 3	To explore ice and its properties.	Children are given the chance to make close observations of ice and its properties. They are challenged to think about its uses and where it comes from as well as the different forms they might find it as. During the lesson they can investigate the ice and make observations on what they have learnt from manipulating the ice. They could even make their own ice sculptures!	<ul style="list-style-type: none"> Can children explain what ice is? Can children test and make observations on ice and water? Do children understand ice can take on different forms? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Ice cubes, water, water containers, tongs, spoons, magnifying glasses, art tools Ice Sculpture Cards (for FSD? activity only) Challenge Cards (for FSD? activity only)
Lesson 4	To investigate icebergs and conduct a simple experiment.	Children are given the freedom to explore the different properties of an iceberg by conducting several experiments on their own iceberg. Throughout the experiments the children must make observations on what they see during each challenge with the iceberg and record these by drawing pictures and labelling them using a word bank. Alternatively they could predict what they think will happen when different objects are frozen in ice.	<ul style="list-style-type: none"> Can children explain what an iceberg is? Can children follow experiment cards to investigate situations? Can children make predictions and conclusions about scientific situations? 	<ul style="list-style-type: none"> Slides Experiment Cards Food colouring, toothpicks, washing-up liquid, salt, torches, clear container (large) Worksheet 4A/4B/4C Teacher Experiment Notes x2 Iceberg Prediction Table (for FSD? activity only) Objects to freeze x2 (for FSD? activity only)

Arctic Adventures : Cross-Curricular Topic : Year 1/2

ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate colours and colourful Arctic landscapes.	This lesson lets the children investigate how different colours can remind them of things and link colours to different emotions. They explore different Arctic landscapes and identify the colours they can see, linking them back to the emotions, thoughts and feelings they discussed earlier in the lesson. Children are then challenged to use different colours to create an Arctic scene using paints or collage.	<ul style="list-style-type: none"> Do children understand colours can make us feel different emotions? Can children describe colours they can see in Arctic landscapes? Can children use colours, patterns and materials to make their own Arctic landscapes? 	<ul style="list-style-type: none"> Slides Shaving cream, food colouring/paint and shallow trays Ruler, newspaper, white paper, scissors and glue Landscape Templates 1A/1B/1C (enlarged to A3) Shaving Cream Patterns Instructions Arctic Landscape Cards (for FSD? activity only) Art and craft materials (for FSD? activity only)
Lesson 2	To explore the Aurora Borealis (Northern Lights).	Children explore the natural phenomenon of the Aurora Borealis or Northern Lights. They look closely to see what colours and shapes they can spot in the lights and then attempt to mimic this in their own artwork using chalk pastels.	<ul style="list-style-type: none"> Do children know what the Aurora Borealis is and where you can see it? Can children explain the patterns and colours in the Aurora Borealis? Can children use different art materials to create their own Aurora Borealis pictures? 	<ul style="list-style-type: none"> Slides Task Card 2A/2B/2C Hills and Trees Templates Black paper and chalk pastels Aurora Borealis Images Wax paper and paint (for FSD? activity only) Milk bottle lids (for FSD? activity only)
Lesson 3	To explore Inuit sculptures and prints.	Children discover the artistic culture of the Inuit and the art they produce. They use pictures to explore the materials and meaning behind the sculptures that the Inuit create and use this to inspire their own animal drawing using the prints in an Inuit style. Alternatively, the children can make their own Inukshuk sculpture using a range of modelling materials.	<ul style="list-style-type: none"> Can children explain what Inuit artwork looks like? Do children understand that Inuit art shows the strength needed for people to survive in the Arctic? Can children create their own Inuit-style artwork? 	<ul style="list-style-type: none"> Slides Animal Pictures Animal Outlines Arctic Animal Prints Inukshuk Images (for FSD? activity only) Craft materials (for FSD? activity only) Clay, rocks, Modroc (for FSD? activity only)

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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand the traditional Inuit way of life and the changes over time.	Children discover the way the traditional Inuit lived over 1000 years ago and are challenged to think about how the Inuit culture has changed over the years. They then use key words to describe the Inuit culture and compare the past and present lifestyles.	<ul style="list-style-type: none"> • Can children explain who the Inuit are? • Can children describe the way of life of a traditional Inuit person? • Can children make comparisons between lifestyles in the past and modern day lifestyles? 	<ul style="list-style-type: none"> • Slides • Inuit Culture Cards • Worksheet 1A/1B • Inuit Poster (for FSD? activity only) • Fact Cards (for FSD? activity only) • Picture Cards (for FSD? activity only)
Lesson 2	To learn about the Arctic explorers.	This lesson describes the journeys of different Arctic explorers throughout history, focusing on Roald Amundsen in particular. The children discover his story and use this to describe the different things he might have seen as he discovered different places around the Arctic.	<ul style="list-style-type: none"> • Can children explain who an explorer is? • Can children describe a famous Arctic explorer and his expedition? • Do children understand people are remembered and celebrated for the events even after they have died? 	<ul style="list-style-type: none"> • Slides • Matching Game • Worksheet 2A/2B • Expedition Cards (for FSD? activity only)



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MUSIC				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore Inuit throat singing and echoes.	Children explore the culture of Inuit throat singing, called katajjaq. The children listen and make observations about the traditional throat singing before exploring the echoes that are made when singing these traditional songs. Children are given simple sounds to learn, perform and echo. There is the option to turn this challenge into a game for the whole class.	<ul style="list-style-type: none"> Can children explain what katajjaq is? Do children understand what an echo is? Can children work with a partner to produce music? 	<ul style="list-style-type: none"> Slides Echo Cards 1A/1B/1C Topic Cards (for FSD? activity only) Circle Game Instruction Card (for FSD? activity only)

DT				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to design, make and test an Inuit-style boat.	Children discuss the differences between the two kinds of Inuit boats and the materials they are made from. They use these ideas to help them design their own version of an Inuit boat, thinking about the conditions this kind of boat needs to be used in. The children can make and test their boats in the lesson. Alternatively challenge the children to design a boat for a purpose requested by different Inuit people.	<ul style="list-style-type: none"> Do children understand the Inuit used boats for different purposes? Can children design a boat by following a plan? Can children make and evaluate their own boat design? 	<ul style="list-style-type: none"> Slides Craft materials and Inuit and Model Boat Images Design Booklet 1A/1B/1C Container with water Word Bank Boat Challenge Cards (for FSD? activity only) Boat Planning Sheet (for FSD? activity only)

PE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to explore Inuit dance and create your own dance sequence.	Children are inspired by the dances of the Inuit culture and use the moves that are described in the lesson to create their own dance moves for Arctic animals. They must consider the tempo of the drum beat they are dancing to and are challenged to create a sequence from their created moves.	<ul style="list-style-type: none"> Can children explain the two types of Inuit dance? Can children follow and create their own dance sequences? Can children dance to a beat/rhythm? 	<ul style="list-style-type: none"> Slides CD/music and a hand drum Picture Cards Story Sequence 1A/1B Square Dance Sequence Card (for FSD? activity only)