

Unit Title: Was it worth the risk?

Y6
Spring 1

End point - The aim of this unit is for pupils to:

- To be able to sequence the location of countries/regions en-route and how/why they impacted on the expedition
- Be able to explain the geographical features of Antarctica and discuss why the climate made the journey so treacherous

End of unit assessment task:

- Annotated map showing the location of Antarctica and an explanation how its position meant that an attempted journey to the South Pole was unsuccessful

Links:

Text – 'Shackleton's Journey'

PSHE/History links to Autumn 1 learning: Was it right for Shackleton to be exploring the polar regions at same time that many other men were fighting in World War 1?

Prior Learning:

Geography – Map and atlas work

Looking at the route Titanic Y4 took and then plotting and comparing this to the route taken by Shackleton

Geography – Human Features

Children to consider the fact the Antarctica is classified as a desert and link this to deserts learnt about during their Ancient Egypt topic Y3

Geography – Diversity

Why is the desert of Antarctica different to that of Egypt? Y3

Geography – Human Processes







Consider why the desert of Ancient Egypt Y3 had a human population whereas the desert of Antarctica has zero permanent population

Geography – Physical Processes

Links to Y5 learning: Humans Vs Nature and how there are volcanoes in Antarctica. Link this to Vesuvius. Would it be a disaster for a volcano to erupt on Antarctica?

Geography – Location

Identify changes in Antarctica over time and the reasons for this. Link learning to Y3 'Why is it difficult for life to survive in the polar regions?'

Key Aspects of the Unit:	
	Map and atlas work/
	Fieldwork and investigation
	Location
	Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.
	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Diversity: To develop a greater understanding of the diversity within our world including culture, biodiversity and economic diversity.
	Physical Processes: Impact of nature on the earth e.g. erosion, plate tectonics, water cycle.

Key Knowledge:

- To know the biomes previously studied: tropical rainforest, desert, marine and freshwater biomes
- For children to be able to answer the following questions on the Desert biome:

- What is the biome like?
- Where is this biome found?
- What is its climate?
- Which animals live there?
- Which plants live there?

Deserts are found throughout the world, mainly in Africa and Australia. Cold deserts cover most of Antarctica. The desert is the driest biome A land is called a desert if gets less than 250mm of rain in a year. Some deserts (such as the Sahara) will get less than an inch of rainfall a year. Deserts can be hot or cold. In hot deserts it will be hot in the day and cold at night (due to the lack of foliage to keep in heat.) Cold deserts are found further from the equator, and will have few living things due to their cold. Cold deserts cover most of Antarctica. Animals that live in hot deserts have to cope with extreme temperatures and little water. Camels, gazelles, snakes, lizards and small rodents are common animals here. Camels can travel 100 miles across the desert without water. Very few people live in deserts. Desert plants have features that help them survive in the dry climate such as special roots that help them absorb what little water there is available. Cacti and yuccas are common desert plants. Plant will grow more abundantly around an oasis (an area with a supply of fresh water.) Due to the lack of water in deserts, soils take a long time to recover when they are damaged. This makes them very vulnerable.

- To know that both the desert in Egypt and Antarctica are desert biomes- compare and contrast
- To know where Antarctica is located on a world map
- To know the route of Shackleton's expedition
- To understand how the latitude, longitude and position in relation to the equator, all contribute to the climate and topography of Antarctica
- To know how the climate, weather conditions and locality made Shackleton's expedition so challenging

Geographical Skills:

Mapping:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world
- Use/recognise atlas symbols
- Use thematic maps for a range of purposes
- Confidently recognise a broad range of features on a range of scale maps

Vocabulary

expedition	A journey taken by a group of people with a purpose
glacier	A huge mass of ice and snow, often moving slowly down from a mountain
South Pole	The most southerly point on Earth
Antarctica	The most southerly continent on Earth, covered in snow and ice
ocean	A large expanse of sea; a body of salt water
blizzard	A heavy snowstorm
compass	A magnetic instrument showing North, used in navigation
gale	A very strong wind
precipice	A cliff with a vertical face
climate	The general weather conditions that are typical
desert	A large area of land, usually in a hot region, where there is almost no water, rain, trees or plants (vegetation)
human features	Features of land that have been impacted by human activity
topographical	The physical features of an area of land, for example its hills, valleys and rivers
Continents	A very large area of land that consists of many countries, such as Europe
Environment	Everything around us - the natural world of land, sea, air, plants and animals
Terrain	An area of land or a type of land when you are considering its physical features
Settlement	A settlement is where people have come to live and have built their homes

Population	All the people who live in a country or area
Biomes	A natural area of vegetation and animals