



FENISCOWLES PRIMARY SCHOOL

Striving for Excellence

Why don't penguins need to fly?

Medium Term Plan - Spring Term

Enquiry: <i>Why don’t penguins need to fly?</i>																								
What pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none">• The geographical features of Antarctica including its polar climate• How living things are adapted to survive in such an extreme environment• How the geographical features of the Sahara Desert compare with those of Antarctica• The location of Zambia in Africa• Why Antarctica is a desert even though it is the coldest place on earth• The geographical features of the Arctic Ocean and the North Pole environment• How the Arctic and the North Pole is geographically different from Antarctica and the South Pole• What a food chain is and identify and describe the main elements in the food chain of a polar bear• Why polar bears are not found in Antarctica• How to use atlas maps and GIS to plan an expedition from Canada to Antarctica• Why penguins would not survive in tropical areas of the world <p>National Curriculum Coverage</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• Name and locate the world’s seven continents and five oceans <p>Human and physical geography</p> <ul style="list-style-type: none">• Identify daily and seasonal 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• Use basic geographical vocabulary to refer to key physical and human geographical features <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">• 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• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features• Use simple observational skills to study key human and physical features of environments	<p>Mapwork: World maps; Atlases; Globe; Terrestrial photographs. Aerial and satellite photographs.</p> <p>GIS: Google Earth Pro</p> <p>Disciplinary thinking skills the pupils will use to understand what they know</p> <table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. Give an account in words of something or someone</td></tr><tr><td>Observe</td><td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td></tr><tr><td>Select</td><td>Decide upon and choose that information considered most suitable or relevant</td></tr><tr><td>Categorise/Classify</td><td>Arrange information into particular groups according to shared qualities or characteristics</td></tr><tr><td>Sequence</td><td>Place a set of related events or things that follow each other into an order</td></tr><tr><td>Compare and contrast</td><td>Find similarities and differences</td></tr><tr><td>Recall</td><td>Remember and recount something learned</td></tr><tr><td>Reason/speculate</td><td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td></tr><tr><td>Summarise</td><td>Outline or sum up briefly the main points about something</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">• Observe, name and describe a range of physical features of Antarctica• Describe what a polar climate is like• Identify and locate the seven continents and five oceans of the world together with the Equator, North Pole and South Pole• Identify and describe some of the ways that living things are adapted to survive in Antarctica• Identify, describe and compare the main physical features of the Sahara Desert with Antarctica• Observe and describe how ice at the Arctic is different from the ice covering Antarctica• Describe what a food chain is and identify the main parts of the food chain of a polar bear• Plan and describe an expedition from Canada to Antarctica identifying the countries, seas and oceans that a traveller would pass through• Describe what it means for some countries such as Zambia to have a tropical climate and compare its features with a polar climate <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none">• Explain why both Antarctica and the Sahara Desert are deserts despite one being tropical and the other polar• Explain why the location of the North Pole is constantly moving whilst the position of the South Pole is fixed• Explain how the temperate climate of the United Kingdom compares with both tropical and polar places <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils learned:</p> <ul style="list-style-type: none">• The location of hot and cold places in the world• The distribution of polar, tropical and temperate areas of the world• The location of the world’s continents and oceans, Equator, North Pole and South Pole• How weather influences farming and the types of food that can be grown in the UK• Where different types of tropical imported fruit come from <p>In Nursery and Reception pupils learned:</p> <ul style="list-style-type: none">• Experienced different weather conditions when outside and the clothes they wear accordingly• Observed and discussed how the weather changes during the day and four seasons• Observed and discussed seasonal signs in the natural world• Located the UK on a globe, world map and in an atlas• Know that continents are land and oceans water and that there are many countries in the world
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