

## KEY THEME THINKING – FOCUS THEME – FROZEN PLANET

### 'To be the best we can be'

Tier 2/3 Vocabulary	Links to Previous Learning	Books (including class reads)	Immersion / Discovery	Collate and Create	Communicate
<p><b>Tier 2 Vocabulary</b>                      climate change                      glacier                      environmental/environment                      pollution                      carbon footprint                      emissions                      fossil fuels                      global warming                      greenhouse gases                      melting ice caps                      polar region                      ozone layer</p> <p><b>Tier 3 vocabulary</b>                      nurdle                      ice shelves</p>	<p>PSHE</p> <ul style="list-style-type: none"> <li>looking after the world we live in</li> <li>Respect for the environment</li> </ul> <p>Geography of the world                      Y2- David Attenborough famous person topic</p> <hr/> <p style="text-align: center;">Links to Future Learning</p> <hr/> <p style="text-align: center;">Link to Natural Disasters (Y5)</p>	<p>First News &amp; The Week (weekly magazines)</p> <p>Greenpeace/Friends of the Earth publications</p> <p>Various non-fiction books (library)</p> <p>Picture books – Winston of Churchill by Jean Davies</p> <p>Greta Thunberg - No One Is Too Small to Make a Difference</p>	<p>Frozen Planet film clips</p> <p>Quotes from and video clips of Greta Thunberg</p> <p>Photographs showing climate change</p> <p>Storybook- Winston of Churchill</p>	<p>Make penguins – felt and sewing</p> <p>Make bags from material - stitching</p>	<p>Read Penguin story to KS1 with hand-made penguins as prop – We're Going on a Bear Hunt style</p>
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<p>What is climate change?</p> <p>Where is the Frozen Planet?</p> <p>Locate cold regions of the world.</p> <p>---</p> <p><i>Ask and answer geographical questions about the physical and human characteristics of a location</i></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</i></p> <p><i>Describe geographical diversity across the world.</i></p>	<p>How do our actions affect our planet?</p> <p>Which animals are affected by climate change?</p> <p>Begin to make felt penguin (DT)</p> <p>---</p> <p><i>Describe geographical similarities and differences between villages/towns/cities and between countries.</i></p> <p><i>Describe geographical diversity across the world.</i></p> <p><i>Create objects that employ a seam allowance.</i></p> <p><i>Join textiles with a combination of stitching techniques.</i></p> <p><i>Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles. Cut materials with precision and refine the finish with appropriate tools.</i></p> <p><i>Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</i></p>	<p>Focus on plastic pollution – look in lunchboxes, packaging, discuss nurdles, where is plastic used, what can be recycled/not recycled</p> <p>---</p> <p><i>Human Geography - settlements, land use, economic activity, distribution of natural resources including energy, food, minerals and water supplies.</i></p> <p><i>Take a lead role in researching, discussing and debating topical issues, problems and events.</i></p> <p><i>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</i></p>	<p>The Northern Lights artwork – using pastels and chalk</p> <p>Begin to make reusable cloth bags – sewing skills (DT)</p> <p>---</p> <p><i>Combine colours, tones and tints to enhance the mood of a piece</i></p> <p><i>Create a colour palette based upon colours observed in the natural or built world.</i></p> <p><i>Cut materials with precision and refine the finish with appropriate tools. Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</i></p> <p><i>Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques. Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.</i></p>	<p>Watch 'Frozen Planet' clips</p> <p>Research David Attenborough – his life and achievements</p> <p>---</p> <p><i>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</i></p>	<p>The people of The Arctic and how they survive.</p> <p>---</p> <p><i>Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Identify the features of a location to say whether it is a village, town, city, coastal or rural area.</i></p> <p><i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles.</i></p>

Of course, we have to remember that even if we plan for these steps, we must also follow the children's interests and see what they want to discover. This template is an outline of our own discussions and will be edited to reflect how we have followed the children's interests in our classrooms in regards to the theme. Each step should include information on the knowledge to be developed. You do not need to write on this planning how you intend to do that.

At the end of the theme, after editing, this document should be passed to Shaun Hopper to be put into the curriculum planning folder (not before you have made your own copy of course). You do not need to edit it using a laptop. Written on plans would be ok.

Remember to plan for retrieval of key vocabulary and knowledge throughout the theme.