



Geography Topic: Antarctica

Year: 6 **Term:** Spring

Key Knowledge/Content:

- **Map Skills-** Use a range of sources, such as simple maps, globes, and atlases, to identify continents and oceans.
- **Location knowledge-** Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- **Physical and Human Geography-** Look at climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Links to:

Prior learning:

Identify human and physical features and discuss patterns showing change over time when learning about rivers, volcanoes, and land-use.

Future learning:

Compare how geographical features of the world are interdependent and how they can bring about spatial variation. They will also compare and contrast change of time.

Key vocabulary with definition:

Prior vocabulary:

- **Continents-** Any of the world's main continuous expanses of land (Europe, Asia, Africa, North America, South America, Australia, Antarctica).
- **Global warming-** A gradual increase in the overall temperature of the Earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants.

New vocabulary:

- **Scale bar-** A scale bar is a linear graphic that is divided into equal segments and used to measure distances on drawings and/or maps that are produced to a set scale, but not necessarily printed to one.
- **Ice sheets-** A layer of ice covering an extensive tract of land for a long period of time.

By the end of this unit

All children can: recognise the changes that have happened in Antarctica over time due to global warming.

Most children can: demonstrate key geographical knowledge they have learned to **plot and discuss** the location of Antarctica.

Some children can: demonstrate and **explain** the climate and time zones of the Antarctica and **explain** how they know this in relation to the lines of latitude.

Background understanding for teachers and parents:

In this unit, children will be looking at the effects of global warming in Antarctica. They will get to see first hand, during virtual tours, what Antarctica is like now and how it has changed.

Curriculum Driver:

Knowledge of the world.

Evidence outcome:

Our Geography curriculum is limitless in where it can take our pupils.