

Subject: HUMANITIES (GEOGRAPHY, HISTORY)

Inspiration: Have a look at some of David Attenborough's Frozen World <https://www.bbc.co.uk/iplayer/episodes/b00mfl7n/frozen-planet>

Resources: https://www.wwf.org.uk/sites/default/files/2020-05/LTLN_Frozen_Worlds_Web.pdf

Vocabulary: habitat, hot, cold, temperature, Equator, North Pole, South Pole, polar, region, adapt, adaptation, Southern Hemisphere, Northern Hemisphere, Arctic, Antarctic

A Fun Science Experiment:

Links to Tuesday's work!

- Fill a bucket with icy water.
- Fill one of the zip lock bags about 1/3 full of lard. Be careful not to get any on the zipper part of the bag. Turn the other bag inside out and place it carefully inside the bag with the lard so that you are able to zip the two bags together.
- Ask the young person to place their hand into the icy water with different gloves representing different animals: bare hand (humans), woolly glove (cat), disposable plastic glove (otter with waterproof fur) and ziplock bags with lard (polar bear or penguins with waterproof coat/feathers and thick layer of fat). • Time how long they can keep their hand in the water with each glove. How cold does it feel with each glove?
- With which glove did the young person manage to keep their hand in the icy water for the longest? Which do they think is the best coat to survive in icy water in the polar regions?

Final Outcome:

CREATE A NEWS REPORT ON
HOW TO HELP PROTECT THE
NATURAL WORLD.

Week 13 15th June 2020

Monday: Today we would like you to become polar explorers!

Objectives:

To locate the polar regions on a map of the world or globe
To develop pupils' knowledge about the Arctic and the Antarctic

Discuss where cold climates are found. The coldest areas are the Arctic and the Antarctic. What is the climate like in these regions? Can you locate the polar regions on a map of the world or a globe?

Watch the videos below –

<https://www.youtube.com/watch?v=hIZXf-nqQbU>

<https://www.youtube.com/watch?v=SnhT64gZy5Q>

Ask children to imagine that they are going on a polar expedition. What will they need to survive? How will they keep warm? What will they eat? Ask them to choose the top eight things they would want to take on their expedition

Tuesday: Today we will be exploring animal adaptation.

Objectives:

To develop an understanding of how animals in the polar regions are adapted to their surroundings

- : Draw a picture of a polar bear and a penguin. Around the outside write everything you know about them. Can you label their body parts?
- : Draw a picture of a polar bear and a penguin. Around the outside write everything you know about them. Label the features you think the animals have that help them to survive the harsh, cold environments they live in. How do they find food? How are they protected from the cold?
- : Draw a picture of a polar bear and a penguin. Around the outside write everything you know about them. Label the features you think the animals have that help them to survive the harsh, cold environments they live in. How do they find food? How are they protected from the cold? Think back to the items you planned to take on your polar expedition. Animals don't have any of this equipment so how do they survive the cold climate? What adaptations do they have?

Wednesday: Plan a news report about penguins and polar bears.

Objectives:

- To explore the impact of human activity on animals that live in the polar regions.
- To create a news report about penguins or polar bears
- To motivate young people to take action to protect the natural world

➤: Choose polar bear or penguin. Create a mind map of all the information you know about the animals and how we can help protect them and their environment.

➤➤: Choose whether to work on polar bears or penguins. Using the information, you have learned so far and the WWF species fact files for information and resource sheet 2 for guidance, produce a mind map to identify the key information you want to include in their news report.

➤➤➤: watch <https://www.youtube.com/watch?v=0upa1CI99RY> and <https://www.youtube.com/watch?v=oO23JyO9kf4> Using the information above and what you've learnt from the video, think about the actions we can take to protect penguins and polar bears. Think about: What is the aim of a news report? What do you need to include? How do you put forward your own views, using facts? Include surprising information to engage the reader.

Thursday: Write a news report about penguins and polar bears.

Objectives:

- To explore the impact of human activity on animals that live in the polar regions.
- To create a news report about penguins or polar bears
- To motivate young people to take action to protect the natural world

➤: Using your mind map from yesterday create a news report about your chosen animal. Choose 5 of your most interesting points to include and remember to draw an exciting drawing.

➤➤: Using your mind map from yesterday create a news report about your chosen animal. Choose your most interesting points to include and remember to draw an exciting drawing. Things to think about: What is the aim of a news report? What do you need to include? How do you put forward your own views, using facts? Include surprising information to engage the reader.

➤➤➤: As above. If you're feeling creative you could Film your report as a news bulletin, design a web page or an article in a newspaper or magazine!

Friday: To create 3 pledges to help the environment and animals in it.

Objectives:

To reinforce acquired knowledge and understanding of the impact of human activity on the environment

- To reinforce acquired knowledge and understanding of the importance of protecting the environment
- To share learning with other young people

➤: Think back to what you have learnt this week. Why are penguins and polar bears threatened? What actions can we take to help protect them? Draw three pictures of ways we can help these animals.

➤➤: Thinking about what you have learnt this week, using resource sheet 2, encourage children to identify actions they can take to help save energy and reduce pollution that leads to climate change. List 5 things you can do to help with climate change.

➤➤➤: Thinking about what you have learnt this week, using resource sheet 2, encourage children to identify actions they can take to help save energy and reduce pollution that leads to climate change. List 5 things you can do to help with climate change. Explain how your actions will make a step to help the

Extra Make It Activity!

Make a pop up habitat for polar bears!

https://www.wwf.org.uk/sites/default/files/2020-05/Artic_Pop_Up_Habitat_LTLN.pdf

Week 2 - Monday: Today we would like you to become rainforest explorers!

Objectives:

To locate the Amazon Rainforest on a map of the world or globe
To develop pupils' knowledge about rainforests

Discuss where rainforests are found. What is the climate like in rainforests? Can you locate the Amazon Rainforest on a map of the world or a globe?

Watch the videos below –

https://www.youtube.com/watch?v=KMdD6TTDZ_g

<https://www.youtube.com/watch?v=JEsV5rqbVnQ>

➤: Ask children to draw a picture of a rainforest. Can the children then draw in some rainforest animals and label them?

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➤➤➤: Ask children to draw a picture of a rainforest. Can the children then draw in some rainforest animals and label them? Can you label the different layers of the rainforest? Can you draw/stick some rainforest animals in the correct place? Write a sentence for each layer explaining what it is and which type of animals like to live there.

Final Outcome:

TO CREATE AN INFORMATION SHEET/POSTER EXPLAINING HOW HUMANS CAN PROTECT THE ENVIRONMENT.

Tuesday: Today we would like you to research and discover the rainforest a little bit more

Objective: To raise awareness of the benefits and threats to the rainforest and explore the impact of human activity

Yesterday you learnt about the rainforest and the different layers and animals that live there. Today you will research the rainforest even more including how humans can help to protect it.

➤: Using resource sheet 2 <https://www.wwf.org.uk/sites/default/files/2020-05/Amazing%20Amazon%20TLN.pdf> can you use the internet and books to research the Amazon rainforest.

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➤➤➤: Using resource sheet 2 <https://www.wwf.org.uk/sites/default/files/2020-05/Amazing%20Amazon%20TLN.pdf> can you use the internet and books to research the Amazon rainforest. Think about what humans get from rainforests, how will the world be affected if the Amazon is not looked after and protected? Are humans to blame for the main threats to the Amazon? Are there ways humans can help protect the rainforest/find other ways to source the resources they need from it?

Inspiration:

Have a look at David Attenborough's 'Jungles' episode from Planet Earth 2

<https://www.bbc.co.uk/programmes/b083wt7z>

SciShow Kids:

Have a look at this explore the rainforest video:

https://www.youtube.com/watch?v=KMdD6TTDZ_g

Fun rainforest activities:

Looking for some inspiration or want to learn more about the rainforest? Have a look on the rainforest alliance website for an array of different resources.

<https://www.rainforest-alliance.org/kids>

Wednesday: Explore and record interesting facts about the rainforest (to help create a non-fiction information page on rainforests)

Objective: To raise awareness of the rich variety of life in the rainforest and explore the impact of human activity

Yesterday you learnt about the rainforest and the different layers and animals that live there. Today you will look and create one of those animals in more detail.

➤: Using this resource <https://www.wwf.org.uk/sites/default/files/2020-05/Amazing%20Amazon%20factfiles.pdf> can you choose one of your favourite animals and create it. You can use junk from your house, you could paint it, draw it... anything you like! Be as creative as you can!

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Thursday: Following on from yesterday's activity, create a mind map about your amazing animal.

Objective: To research amazon animals and explore how it has adapted to its environment in the rainforest.

Yesterday you created an amazing amazon animal. Today you will use that animal and all the information you know about it, to create an informative mind map about it.

➤: Using resource sheet 3 <https://www.wwf.org.uk/sites/default/files/2020-05/Amazing%20Amazon%20LTN.pdf> can you fill in the boxes with information about your animal. You may need to use books and the internet from this. Use any information you already know or have seen/heard.

➤➤: Using resource sheet 3 <https://www.wwf.org.uk/sites/default/files/2020-05/Amazing%20Amazon%20LTN.pdf> can you fill in the boxes with information about your animal. You may need to use books and the internet from this. Use any information you already know or have seen/heard. Think about how your animal has adapted to living in its area of the rainforest? Could it live anywhere else in the world?

➤➤➤: Using resource sheet 3 <https://www.wwf.org.uk/sites/default/files/2020-05/Amazing%20Amazon%20LTN.pdf> can you fill in the boxes with information about your animal. You may need to use books and the internet from this. Use any information you already know or have seen/heard. Think about how your animal has adapted to living in its area of the rainforest? Could it live anywhere else in the world? Does your animal have any predators? How does it protect itself from predators?

Friday: To create an information poster explaining how humans can help to protect the environment.

Objectives:

- To reinforce acquired knowledge and understanding of the impact of human activity on the environment
- To reinforce acquired knowledge and understanding of the importance of protecting the environment
- To share their learning with the wider community

For this activity use all the information you have learnt over the last two weeks about both the polar regions and jungles.

➤: Think back to what you have learnt about how humans can help protect and improve the environment. Create a poster with pictures showing how humans can do a better job of looking after the environment e.g. recycling etc.

➤➤: Think back to what you have learnt over the last two weeks. Create an information poster giving between 3-5 different ways human can help protect the environment. Think about realistic solutions that most people would be able to fulfil.

➤➤➤: Think back to what you have learnt over the last two weeks. Create an information poster giving between 3-5 different ways human can help protect the environment. Think about realistic solutions that most people would be able to fulfil. Now think about what humans have been doing that destroys the environment and the homes of many animals. What bigger scale work could be done to help reverse the effects of these actions? What could big companies be doing to help protect and renew the environment for future generations? How can humans make a change?