

# The Frozen North

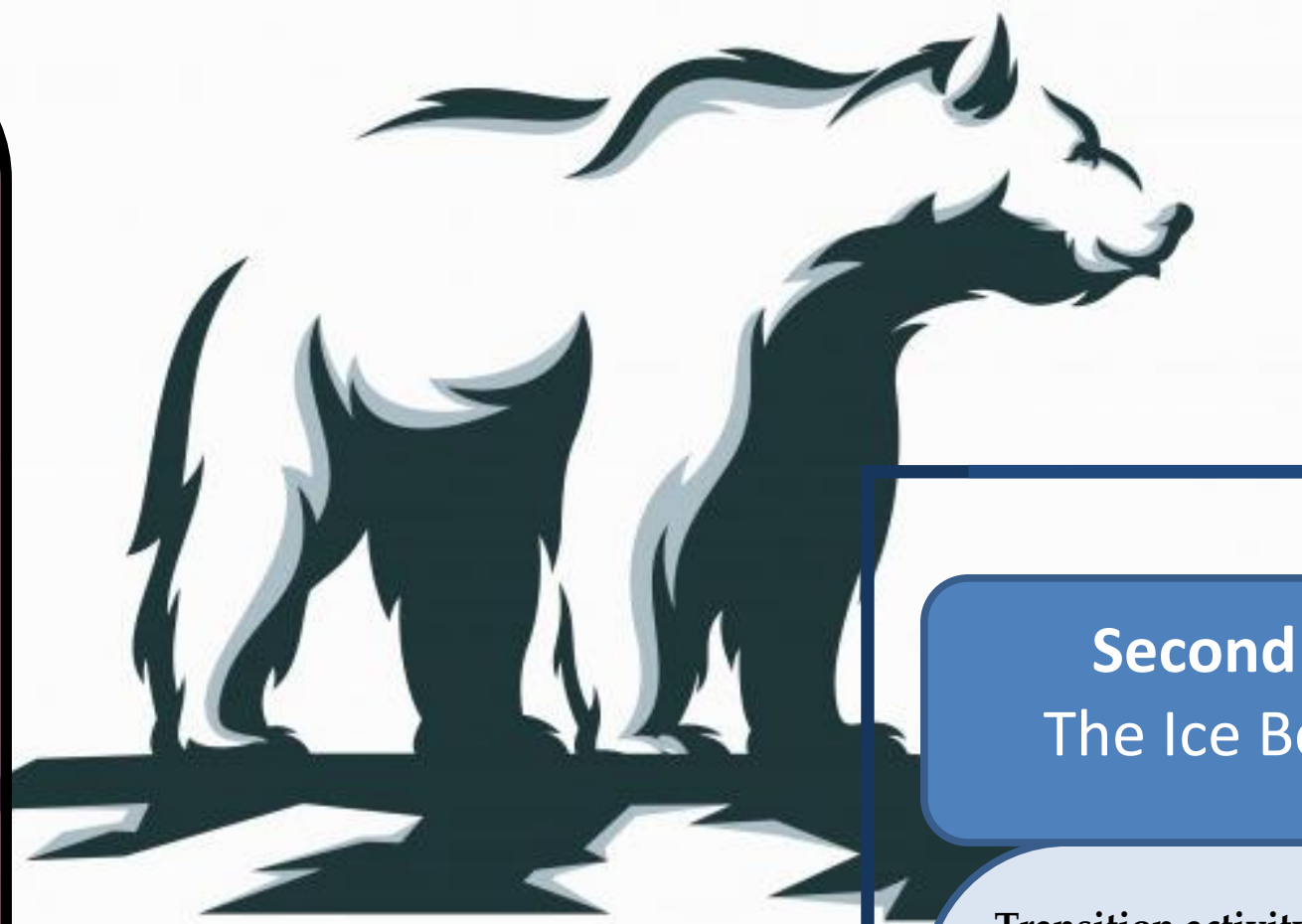
Year 3/4 Milestones  
Spring 2020

P.E.

Principles of play, gymnastics, handball, dance

## Synopsis:

Across school, there is a chill in the air as we look North to the Arctic. However, this remote icy landscape is far from barren. It plays host to a vast range of wildlife, that survives the extremes in climate but is struggling to adapt to the changes created by humans. There is also a rich cultural heritage in these lands that is under threat from the appeal of more modern ways of life. It is a land of explorers, filled with tales of heroism and sacrifice by both animal and human. As well as all of this, a great race that spans nearly 1000



## First Milestone: The Inuit (3 weeks)

Our topic will begin with the exploration of an Inuit camp and discussion on where in the world it could be. We will use maps and Google Earth to find out more about the Arctic, its weather and who lives there. We will learn about the Inuit lifestyle, including how they survive the cold and how their lives have changed in the last

## Second Milestone: The Ice Bear (4 weeks)

**Transition activity: experience-based learning, surviving the outdoors (tents on the maze).**

We will do some research on polar bears and sort fact from fiction.

Then, using a range of stimuli and our newly acquired knowledge, we will be writing poems.

We will consider why polar bears are at risk and what can we do to help, including how we can fundraise, in a carbon neutral way, to adopt a polar bear as a class.

<https://support.wwf.org.uk/adopt-a-polar-bear>

As a reflection of our learning, we will be creating a polar bear fact file (scaffolded)

## Third Milestone: The Last Great Race (4 weeks)

**Transition activity: experience-based learning, ArcticQuest**  
We will discover a flyer about the Iditarod. What does it tell us? What more do we know?

Using maps, we will plan a route that could be made. We will look at the life of a musher, a husky dog and label the parts of a sled.

Following a visit from a musher, we will discuss the differences between the sleds used to support human travel and the ways in which humans have adapted to the cold and use the examples of Balto and Togo.

**7<sup>th</sup> March 2020 Iditarod**  
<https://iditarod.com/education-and-learn/>

What is it? We will research the modern race works and live as they unfold; we will create biographies as we learn about the participants. We will create sleds.

In P4C and PSHE we will