

Unit: Frozen Kingdom		Focus: Geography and Design & Technology
Year Group: 6	Term: Spring 1	Engage: Frozen Kingdom carousel workshop
Intent: What would it take to survive in our Arctic kingdoms and what do we need to do to keep them frozen?		Express: Parent Assembly/presentation
RRSA links: Article 12: You have the right to say what you think should happen and be listened to. Article 27: You should live in good conditions that help you develop physically, mentally, spiritually, morally and socially. The Government should help families who can't afford to provide this. Article 28: Education should develop your personality, talents, mental and physical abilities. It should prepare you for active participation in a free society and encourage you to respect your own culture and other peoples' cultures.		
English links: Discussion text: How climate change is impacting upon the polar regions.		
As Geographers we will: (Key concepts: locational, place knowledge,)		As Designers we will: (Key concepts: Textiles-making an Arctic explorers bag)
Use a wider range of geographical & technical vocabulary with greater accuracy.		
Use globes to identify the position and significance of latitude, longitude, the Tropics of Cancer & Capricorn and the Arctic and Antarctic Circles.		Research a significant designer/inventor(s) who created product(s) that benefit the environment, health or transport.
Understand geographical similarities and differences of a region of the UK and a region in a European country e.g. Norway Tromso.		Know that a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.
Investigate types of settlement and land use; economic activity, trade links and distribution of natural resources within the UK and a European country e.g. energy, food, minerals and water.		Fabrics can be strengthened, stiffened and reinforced where appropriate.
To describe and understand biomes , climate zones and vegetation belts e.g. a study of the tundra biome.		Identify the wants, needs, preferences and values of particular individuals or groups.
Explain how the presence of ice makes the polar oceans different to other oceans on Earth.		Independently develop design criteria for a functional and appealing product that is fit for purpose, communicating ideas clearly in a variety of ways.
Identify, describe, compare, contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places.		Model ideas using prototypes and pattern pieces.
Investigate the impact of climate change on a location e.g. Arctic, Antarctica.		Select the most appropriate materials for tasks and frameworks for different structures; explaining what makes them strong showing an understanding of their working characteristics e.g. flexibility, waterproofing, appearance and availability.
Evaluate the effectiveness of environmental schemes in place to sustain or improve the environment.		Develop joining and finishing techniques-selecting equipment and developing sewing skills using sewing needles/a sewing machine.

Observe & record data around geographical processes e.g. measuring the melting of an iceberg.	Join the right sides by making seams, sewing curved edges, tacking and attaching wadding. Where possible, use sewing equipment work within constraints of time, resources and cost.
Communicate findings in ways appropriate to the task/audience e.g. pie charts, line graphs, spreadsheets, extended writing.	Evaluate the product with reference back to the design brief.