

# Geography Curriculum at TEAM Multi-Academy Trust

## Frozen Frontiers



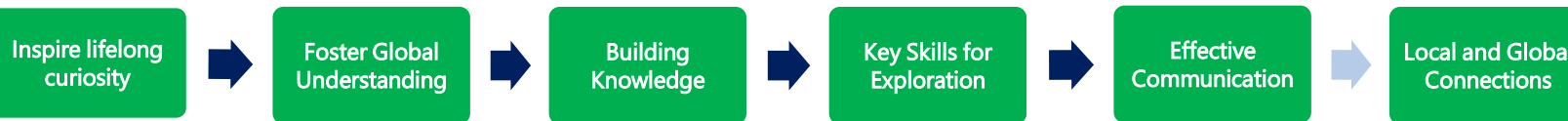
# Geography



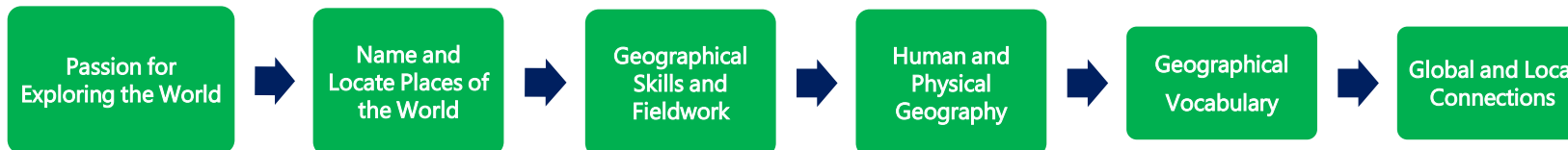
## Vision

- **Inspire Lifelong Curiosity:** Our geography curriculum is designed to spark a deep curiosity about the world, encouraging pupils to explore and question the diverse landscapes, cultures, and phenomena they encounter.
- **Foster Global Understanding:** By immersing students in the study of different places and peoples, we aim to cultivate a profound understanding and appreciation of the interconnectedness of the world, fostering empathy and global awareness.
- **Build Lasting Knowledge and Skills:** Through engaging and dynamic lessons, we ensure that students not only acquire essential geographical knowledge but also develop critical thinking and analytical skills that will serve them throughout their lives.

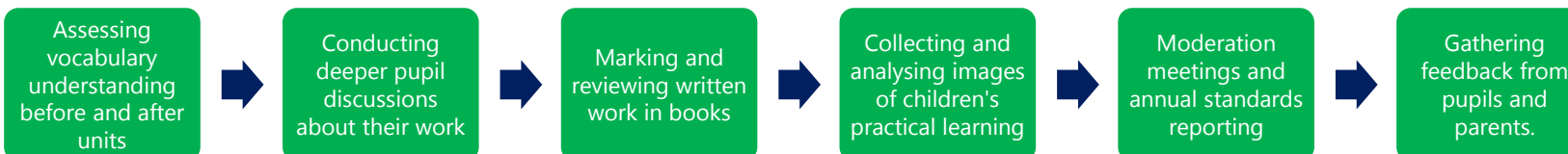
## Intent



## Implementation



## Impact



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our Geography curriculum develops both categories of knowledge as well as Geographical skill.

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

**Friday sessions** Dedicated sessions reviewing the week's learning helping to make connections.

**Format** Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

**Benefits** Students develop strong retention skills, articulate historical knowledge & concepts.



# Intent

Inspire Curiosity	Spark deep curiosity about the world, encouraging pupils to explore and question diverse landscapes, cultures, and phenomena.
Foster Global Understanding	Cultivate empathy and global awareness by helping children understand the interconnectedness of the world and their role as global citizens.
Building Knowledge	Enhance learning through educational visits that provide practical experiences and real-world contexts for geographical concepts.
Developing Key Skills for Exploration	Develop essential geographical skills such as map reading, data collection, analysis, and fieldwork techniques to enable pupils to explore the world effectively.
Effective Communication	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations
Local and Global Connections	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations

# Implementation

Passion for Exploring the World	Our two-year programme ensures complete coverage of the KS2 National Curriculum, enabling children to name and locate significant places around the globe.
Name and Locate Places of the World	We develop pupils' geographical skills through hands-on fieldwork, where they collect, analyse, and communicate data. Leaders and governors rigorously monitor this aspect to maintain high standards.
Geographical Skills and Fieldwork	We inspire a passion for exploring the world by incorporating real-life contexts and educational visits, making learning relevant and engaging. External experts, trips, and visitors bring geography to life for our students.
Human and Physical Geography	Our curriculum covers both human and physical geography, ensuring that children understand the interaction between people and their environments. We continually enhance resources and integrate technology to support this learning.
Geographical Vocabulary	We assess and build upon pupils' understanding of geographical vocabulary before and after each unit, ensuring they can effectively communicate their knowledge.
Global and Local Connections	Through partnerships, such as our link with a school in India, and our focus on local geography, we deepen pupils' understanding of their locality and the wider world, fostering a sense of global citizenship.

# Frozen Frontiers (Shackleton)

Subject: History		Year: 5/6		Term: Autumn 2	
National Curriculum Aims	<b>Key Objectives:</b> <ul style="list-style-type: none"> <li>know and understand the history of these islands ... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament'</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history</li> </ul>				
	<b>Key Elements:</b> <ul style="list-style-type: none"> <li>Empire</li> </ul>				
Key Questions	<b>Five Key questions:</b> Why are we still fascinated by the RMS Titanic and what is its link to Frozen Kingdom? What was the race to the Pole? Why was the Imperial Trans-Antarctic Expedition allowed to 'proceed' – what did it hope to achieve? Why should we remember Ernest Shackleton? Why did the 'Golden Age of Polar Exploration' come to an end?				
Curriculum coherence	<b>Building Learning Power - Prior Learning:</b> As pupils progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In 'Frozen Kingdom', pupils build on learning from Y1/2, where they learnt about Antarctica and the life of RF Scott. This project also adds further significant figures to pupils' knowledge. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including images, maps and documents. A zoom meeting with the BAS base in Antarctica will enable pupils to understand what this vast continent is like and how harsh conditions there are. Understanding of decisions historians have made in writing histories of the period will also be developed.				
	<b>Building Futures - Future Learning through the project:</b> <ul style="list-style-type: none"> <li><b>Foundational Understanding:</b> Students establish a chronological framework by learning about key historical events <i>from 1850 -1925</i> and how these fit into a wider chronology</li> <li><b>Conceptual Development:</b> Students delve into the broader historical context of the <i>polar exploration</i> understanding motivations and societal impacts, building on learning in KS1 ('Great Scott!' project) and laying the groundwork for more complex historical concepts in KS3.</li> <li><b>Critical Analysis:</b> By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing historical events in KS3.</li> <li><b>Local Context:</b> Learning how <i>polar exploration linked to local people</i>, provides students with a tangible connection to history, preparing them to explore local and global historical events in KS3.</li> <li><b>Broader Connections:</b> Students place the <i>Golden age of Polar Exploration</i> in broader historical narratives, enabling understanding of connections between different historical periods and events.</li> <li><b>Continuity and Change:</b> Analysing the long-term consequences of <i>polar exploration</i> helps students understand how societies' attitudes to the environment have evolved over time.</li> <li><b>Historical Significance:</b> Reflecting on the <i>Golden Age of Polar Exploration's</i> lasting impact enables students to understand the historical significance of events studied from this period.</li> </ul>				
	<b>Vocabulary:</b> Polar. Arctic. Antarctic. Climate. Expedition. Explorer. Geologist. Iceberg. Glacier. Ice shelf. Sea ice. North Pole. South Pole. Arctic / Antarctic Circles. Frostbite. Snow blindness. Navigation.				
Development of Knowledge	Lesson	Content	Substantive knowledge		Disciplinary knowledge
	Lesson 1	<b>What do you know already about Frozen Frontiers?</b> Complete retrieval grids <b>Why are we still fascinated by the RMS Titanic and what is its link to Frozen Kingdom?</b> What was so special about the Titanic? Why were people in Britain so proud of it?	<b>Students should understand:</b> <ul style="list-style-type: none"> <li>At a time before aeroplanes, large passenger liners were the only way to travel across the Atlantic.</li> <li>Titanic was the biggest ship ever built and was supposed to give White Star Line an advantage over Cunard as the two companies fought for customers.</li> </ul>		<b>What is a Historian?</b> What do historians do? Where do they find the information that they need? (Primary sources)

	<p>Why were passenger liners so important?  <i>Students use a range of images and extracts</i>  <i>View images of Titanic and Mauretania</i></p> <p>What happened to the Titanic?  <i>View video images at: <a href="https://www.youtube.com/watch?v=krW4t6WV6LM">https://www.youtube.com/watch?v=krW4t6WV6LM</a></i></p> <p>What was the impact of the sinking?  <i>View primary and secondary evidence at: <a href="https://review.gale.com/2024/01/30/the-sinking-of-the-titanic-and-its-cultural-and-economic-impact/">https://review.gale.com/2024/01/30/the-sinking-of-the-titanic-and-its-cultural-and-economic-impact/</a></i></p>	<ul style="list-style-type: none"> <li>• Titanic was designed to be ‘unsinkable’.</li> <li>• Titanic struck an iceberg and sank within a couple of hours on her maiden voyage.</li> </ul>	
<b>Lesson 2</b>	<p><b>Recap Lesson 1</b>          What do you remember about RMS Titanic’s maiden voyage?  <b>What was the race to the Pole?</b>  <i>Make a timeline of polar exploration ... Triumph and Disaster</i></p> <p>Why were people so keen to explore polar regions at this time?</p> <p>What happened to the people who went on these expeditions?  <i>Write pen-portraits of RF Scott / Sir Ernest Shackleton / Roald Amundsen</i></p> <p><i>GD: Can you find out about another Antarctic explorer from the time?</i></p>	<ul style="list-style-type: none"> <li>• Several countries had become interested in polar exploration in the second half of the 1800s – including Norway, USA, Britain, Australia and even Belgium!</li> <li>• Countries wanted to find the ‘North-West Passage’ for trade and to explore unknown lands of Antarctica for possible mineral wealth.</li> <li>• Countries wanted to reach the poles for the prestige (linked to empire building).</li> <li>• ES led an expedition that could have reached the South Pole, but they turned back less than 100 miles from their goal.</li> <li>• ES valued his and his companions lives over the glory of being first.</li> </ul>	<b>How do historians decide who to focus the histories that they write around?</b>
<b>Lesson 3</b>	<p><b>Why was the Imperial Trans-Antarctic Expedition allowed to ‘proceed’ – what did it hope to achieve?</b>          Why did Shackleton go back to Antarctica?</p> <p>What happened to the expedition between 1914 and 1917?  <i>Read selected extracts of ES’s diary ‘South’</i>  <i>Make a timeline of the expedition</i></p> <p>Who’s who on the expedition?  <i>Create ‘Top Trump’ cards for the crew.</i></p> <p><i>GD: Study an extract from ES’s diary alongside one from Frank Worsley (ship’s captain and navigator). What do they tell you about the boat journey?</i></p>	<ul style="list-style-type: none"> <li>• ES bought a ship and formed 20+ crew.</li> <li>• They were due to sail in August 1914, just as war broke out.</li> <li>• ES put the ship and crew at the disposal of the British government, but King George V told him to proceed on his expedition.</li> <li>• Britain expected the war with Germany to be ‘over by Christmas’.</li> <li>• The planned expedition would bring great prestige to Britain.</li> <li>• ES took geologists and scientists on the expedition, with the hope of finding out more about the interior of Antarctica.</li> <li>• ES saw this as a secondary purpose of the expedition – prestige was primary.</li> </ul>	<b>How do historians use primary sources to work out the truth about what happened in the past?</b>
<b>Lesson 4</b>	<p><b>Why should we remember Ernest Shackleton?</b>          What do you think the polar explorer Raymond Priestly meant when he said:</p>	<ul style="list-style-type: none"> <li>• ES was one of the key figures of the ‘Golden Age of Polar Exploration’.</li> <li>• ES went on Scott’s first expedition but suffered badly and almost died.</li> </ul>	

		<p><i>“For scientific discovery give me Scott; for speed and efficiency of travel give me Amundsen; but when disaster strikes and all hope is gone, get down on your knees and pray for Shackleton.”?</i></p> <p><i>Make a list of ES’s achievements on his first 3 expeditions.</i></p> <p><i>How did ES maintain discipline and make sure that there were no major fall-outs?</i></p> <p><i>GD: What can we learn from ES today?</i></p>	<ul style="list-style-type: none"> <li>• ES and Scott fell out as a result of ES being sent home early.</li> <li>• ES mounted 3 expeditions to Antarctica of his own.</li> <li>• ES’s Nimrod expedition could have been first to the pole but he preferred to bring all of his men home safely.</li> <li>• ES’s Endurance expedition was a total disaster, but again, ES brought all his crew home safely against all odds.</li> </ul>	
	<b>Lesson 5</b>	<p><b>Why did the ‘Golden Age of Polar Exploration’ come to an end?</b></p> <p>What happened to ES?</p> <p>What else did Roald Amundsen achieve?</p>	<ul style="list-style-type: none"> <li>• ES died of a heart-attack on his last expedition in 1926.</li> <li>• WW1 had sapped the public interest in and enthusiasm for polar exploration.</li> <li>• All of the main goals of polar exploration had been attained by 1926.</li> </ul>	
<b>Assess &amp; Review</b>	<b>Lesson 6</b>	<p><b>Retrieval Grids</b></p> <p>Complete retrieval lesson to illustrate what you know about ‘Frozen Kingdom’ at the end of the project</p>	<ul style="list-style-type: none"> <li>• Complete SLaE pages recapping what has been learnt in the project</li> </ul>	<b>What can you recall about how historians use primary sources of evidence?</b>

### Glossary

<b>Polar</b>	Term given to the regions at the extreme north and south of the Earth – around the poles.
<b>Arctic / Antarctic</b>	Arctic – the region of frozen sea at the north of the Earth. Antarctic – the continent mostly covered in snow and ice at the south.
<b>Iceberg</b>	A floating mass of ice that has ‘calved’ from the main body of polar ice.
<b>Glacier</b>	A slow moving ‘river’ of ice usually in a valley
<b>Ice shelf</b>	A large platform of glacial ice floating on the ocean, fed by one or multiple tributary glaciers.
<b>Sea Ice</b>	Ice that is floating on the sea – either covering a vast area or broken into small pieces.
<b>Frostbite</b>	Damage to the skin caused by exposure to extremely low temperatures.
<b>Snow blindness</b>	Temporary but painful damage to eyes / sight caused by the sun’s reflection off the snow.
<b>Explorer / Expedition</b>	Someone who seeks to discover new lands / An organised trip to carry out exploration.
<b>Geologist</b>	Someone with great knowledge of the rocks and minerals of the Earth.
<b>Navigation</b>	A means to plot a route using instruments and calculations – often using the sun’s position in the sky.
<b>Imperial Trans Antarctic Expedition</b>	Sir Ernest Shackleton’s penultimate and most ambitious expedition to Antarctica 1914-1917
<b>Endurance</b>	The ship used to transport the Weddell Sea party of the expedition – including ES.
<b>South Georgia</b>	A small island in the south Atlantic Ocean west of Argentina.



Sir Ernest Shackleton



glacier



Antarctic



Arctic



South Georgia



Polar



R F Scott



iceberg



# Frozen Kingdom



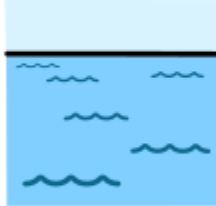
geologist



scientist



Roald Amundsen



sea ice



explorer



expedition



Titanic



Endurance



frost bite



snow blindness



King George V



First World War

