Theme	Antarctica
Big Question(s)	• What is life like at the bottom of the world? • How is it different to the top of the world?
Key Vocabulary	
Suggested end of theme 'Showcase'	To hosts a showcase evening entitled, 'Life at the bottom of the world.' Children to read work in a poetry corner using mics and also showcase any artwork/work produced during the topic.

GEOGRAPHY OBJECTIVES	
Locational Knowledge and Place Knowledge	• Locate the world's countries, using maps to focus on Antarctica, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Locate key topographical features of Antarctica (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time • 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)
Human and Physical Geography	• Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in the Antarctica including climate, wildlife/ survival, land use
Geographical Skills and Field Work	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use Ordnance Survey map to build knowledge of the wider world • Use the eight points of a compass, four and sixfigure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use the following classifications for buildings: Residential, retail, professional/ commercial, industrial and storage, entertainment/ leisure and public authorities

ART OBJECTIVES	
Drawing	• To create sketch books to record their observations and to review ideas • To improve mastery of art and design techniques • Drawing pencils, and charcoal
Painting	• To improve mastery of art and design techniques • Watercolours
Sculpting	• To improve mastery of art and design techniques • Clay
Artists	• To learn about great artists • Andy Warhol (or teachers choice)

DESIGN TECHNOLOGY OBJECTIVES	
Food/ cooking	• To Understand and apply the principles of a healthy and varied diet • To prepare and cook savoury dishes using a range of techniques

	• To understand seasonality and to know where ingredients are grown, reared, caught and processed • All to be linked to topic using countries ingredients
Design	• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.
Make	• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Using saws (appropriate to the material), clamps, glue guns, chisels, nails, wood glue and using proper joins • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • Using metal
Evaluate	• Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Technical knowledge	• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
COMPUTING OBJECTIVES	
E-Safety	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Coding	• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Multi-media and technology	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goal