

Autumn 2 Year 3 Geography Knowledge Organiser

Who lives in Antarctica?

Subject Specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Climate	The average weather	  	The coordinates for Latchford st James are 53.384213 (Latitude), and -2.588868 (Longitude) Climate zones are areas of the world which have a similar temperature When the Northern Hemisphere is experiencing summer, the Southern Hemisphere will be experiencing winter and vice versa Antarctica does not have a government and nobody rules it. In 1959. The Antarctic Treaty was created to protect Antarctica
Drifting ice	Pieces of ice not attached to land which moves with the current		
Hemisphere	Half of the Earth, north and south		
Ice sheet	Layer of ice covering land for a long period		
Ice shelf	A floating piece of ice attached to land		
Iceberg	A very large floating mass of ice		
Latitude	How far north or south somewhere is from the equator	Writing/Provision/Enrichment opportunities	
Longitude	How far east or west a place is	Ice painting Write a diary from the perspective of Ernest Shackleton on one of his expeditions Watch BBC'S Seven Worlds, One Planet: Antarctica	
Shakleton	A famous explorer who led three expeditions to Antarctica		
Treaty	A legal agreement between two or more countries		

Presentation	Assessment		
	To understand the position and significance of lines of latitude.	Describing what lines of latitude and longitude are and giving an example of a significant line of latitude. Understanding that the Northern and Southern Hemispheres experience seasons at different times from one another. Defining what climate zones are and giving an example.	Explaining the purpose behind lines of latitude and longitude and giving the name of more than one significant line of latitude. Beginning to describe why the Northern and Southern Hemispheres have different seasons and explaining how climate zones differ in accordance to their proximity to the Equator.
	To describe the location and physical features of Antarctica.	Understanding Antarctica has a polar climate made up of ice sheets, snow and mountains; describing Antarctica's location in the far south of the globe.	Explaining why Antarctica has a polar climate and using a scale bar to find the approximate length of Antarctica.
	To describe the human features of Antarctica.	Stating that tourism and research are the two main reasons people visit Antarctica; describing equipment researchers might use as well as clothes they wear; listing some of the research carried out in Antarctica.	Explaining why researchers do not live in Antarctica permanently; describing the research undertaken; explaining the reasons for the specialist equipment used.
	To use four-figure grid references to plot Shackleton's route to Antarctica.	Stating the outcome of Shackleton's expedition; successfully plotting four-figure grid references at the point where the vertical and horizontal line meet; describing a similarity and difference of life in the UK compared to life in Antarctica.	Describing the route Shackleton took; explaining why the expedition failed and why Shackleton is famous; adding dates to the route they plot.
	To plan a simple route on a map using compass points.	Confidently using the zoom function on a digital map; beginning to recall the eight points of a compass; recognising and describing features on their school grounds from an aerial map.	Describing physical and human features they recognise when zooming in and out of a digital map; confidently listing and using the eight points of the compass.
	To follow instructions involving compass points and map a simple route.	Drawing a map of the route taken; identifying and following at least the four compass points; stating one thing that went well on the expedition and one aspect that did not go as hoped.	Identifying and following the eight points on a compass; thinking about how and why a compass helped Shackleton navigate out of Antarctica; identifying why their expedition did or did not go well and suggesting improvements to the process.