**Medium term plan**
**Project: Arctic Adventures**

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PENINSULA CAMPUS
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| **Synopsis** | |
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| Students will examine and explore the human and physical geography of Iceland and how the natural processes of the country have shaped its development both physically and economically. Students will carry out a geographical enquiry using key statistical information and develop an understanding of how physical and human processes give rise to key features such as tectonics, glaciers, volcanoes, glaciers and geo-thermal energy. Students will study and debate the advantages and disadvantages this has brought for the economic development of the country. Students will also carry out mapping work and art work examining the changes from the Ice Age to the present day. By the end of the project, individuals will produce a geographically detailed travel guide. | |
| **Key content – knowledge and skills** | **National Curriculum aims and subject content descriptors** |
| **Geography:** Students will develop contextual knowledge of the location of globally significant places and how physical and human processes give rise to key features of the world. Students will study features and formation of glaciers, volcanoes, plate tectonics, geysirs, geo-thermal energy.<br>Students will gain knowledge and understanding on how human activity relies on the natural system (heating system), how population and urbanization are linked to tourism and economic development of the country.<br>All of this knowledge will be used alongside the theme of tourism and students will be able to identity the advantages and disadvantages of tourism on the development of a country.<br>**Art:** Knowledge of a variety of artistic techniques and how famous artists have used these methods. Develop analytical skills for evaluating students' own work and that of others.<br>Students develop drawing skills from source through line drawing. Learn to use colour blending techniques to represent. Student produce a 3D sculpture using a range of materials and techniques and apply finishes | **Geography:**<br>GEa1; GEa2; GEa4; GEa5<br>GEsc1; GEsc3; GEsc4; GEsc5; GEsc6<br><br>**Art:**<br>ADa2<br>ADsc1; ADsc4; ADsc5 |
| **Key assessment points** | |
| Week 4: A model of how landscapes have changed over time from the Ice Age to present along with a reasoned evaluation.<br>Week 5: Complete a series of GCSE style questions, "Examine how physical processes work together in the formation of volcanoes", "State and explain how mechanical weathering might have an impact on glaciated landscapes" and "State and give reasons for positive and negative impact of tourism on the host country".<br>Week 6: Final piece of work using the knowledge gained throughout this project. Students will produce a travel guide for an Arctic Adventure and will have detailed geographical subject knowledge. | |
| **Out of lesson learning** | |
| A trip to the Natural History Museum to sketch the heads of large mammals.<br>A trip to the Ice Bar – as a hook and how ice can be used to make money (tourism).<br>Arctic Voyage exhibition in the Maritime Museum, Greenwich. | |
| **Resources** | |
| Notably: lessons, research, travel guides, Local maps including OS and GIS of Iceland and how it has changed over time. Computers. Art pencils, paints and papers. Planet Earth, Ice worlds. | |
| **Christian ethos** | |
| Both the curriculum and group work should develop in students a responsible moral attitude as members of a community, respecting the needs of others. The Christian character of the area should be discussed in completing the Geography elements of the project along with Christian responses to economic development in Iceland. | |

## Medium term plan

| British values |
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| Comparison of British values compared to Icelandic culture and values. Students should be able to discuss and debate in a respectful and mature manner different value systems, globalization and development. |

## Unit: *Arctic Adventure – Geography based project*

## Weekly overview

| Week | Focus |
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| 1 | Introduction to Iceland. Explain the outcome of the project. Trip to the Natural History Museum to study large mammals (Blue Whale) will hook the students and provide some contextual background information. Begin to introduce geographical statistical knowledge about the economics of the country. |
| 2 | Students will study features and formation of glaciers, volcanoes, plate tectonics and geysirs, They will be able to draw and explain their formation using geographical terminology. They will start to make explain and give judgements about using geo-thermal energy and its advantages. Students are taught line drawing from source materials and possible wire sculpture. |
| 3 | Students will be taught about how human activity relies on the natural environment (e.g. heating system) and how population and urbanization are linked to tourism and economic development of the country. They will also produce a study of the different employment sectors in Iceland and the impacts that natural disasters have had on the country's development (including tourism). Students investigate and evaluate the work of an artist(s)and develop their own ideas |
| 4 | Students will look at activities that tourists undertake (both terrestrial and marine) and start to plan a trip to Iceland. They will need to research how the country has changed since the Ice Age and they will model this using overlay mapping. Students will be assessed on their work and will self-evaluate it. Students begin to realise there design ideas in 3D form having been taught construction techniques in cardboard engineering. |
| 5 | Continue investigating Iceland's physical landscape and how it changes in time. Students will visit the Arctic Voyage exhibition at the Greenwich Maritime museum. They will use this information and complete a series of GCSE style questions, "Examine how physical processes work together in the formation of volcanoes", "State and explain how mechanical weathering might have an impact on glaciated landscapes" and "State and give reasons for positive and negative impact of tourism on the host country". Students continue to develop sculptures and record through use of different media |
| 6 | Draw together all work to complete the tourist information booklet. Final piece of work using the knowledge gained throughout this project. Students will produce a tourist guide using appropriate graphics software for an Arctic Adventure and will have detailed geographical subject knowledge. Sculptures are photographed on completion and fully evaluated suggesting improvements. Teacher, peer and self-evaluation. |