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| **FROZEN – Meeting Olaf and friends. (Wow!!! Do You Want To Build A Snowman)**The characters Elsa (Princess of Arendelle), Anna (Elsa’s sister), Olaf (The Snowman) Kristoff (The Iceman) and Sven (The Reindeer) are well loved characters in the Walt Disney Pictures film Frozen 1. Frozen 2 has of course been out for some time now.The film’s storyline is based on the fairy tale The Snow Queen written by Hans Christian Anderson. The setting for this story is southern Norway, especially the Oslo, Trondheim and Bergen areas. The geography of Arendelle (central to the film) was inspired by the landscapes of Naeroyfjord a branch of Norway’s largest fiord\*\* Sogne Fiord. This unit explores the geography of Sogne Fiord (Similar to the landscapes featured in the film) as well as beginning to explore cold places. You can adapt this plan to suit the needs of your children, in your school.Remember to read the restrictions for any use of the film within the school setting. Most of children will have access to this film(s) on DVD at home. Many will have picture books / stories based on it.Remember this planning is just a collection of many ideas. **Use it to help you create your own Frozen planning.**\*\* To support your own subject knowledge and understanding - A **fiord or fjord** is a flooded glacial valley. Ice carved out very deep U-shaped valleys which were then drowned when sea levels rose at the end of the last Great Ice Age.**Key Geographical Outcomes for this unit.*****The learning outcomes for this unit are for you to decide and record. These key outcomes will be those against which your children can be assessed. They need considering before you plan your unit of work from these ideas. Examples**** ***Recognise, identify and begin to describe the key features of Sogne Fiord.***
* ***Begin to compare Sogne Fiord with the school locality.***
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| **Locational Knowledge**-The location of the school.-The location of Norway-The location of Oslo and Sogne  Fiord Norway-Location and names of the seas that  surround the UK-Location and names of the continents and oceans of the world.-Locate the places that picture books and stories, selected for use, are set in.-The location of selected significant features and places in the world.-The location of cold (frozen) places in the world. | **Place Knowledge**-Recognise, identify and begin to  describe the landscape of Arendelle (make believe place)-Recognise, identify and begin to  describe the features and  characteristics of Sogne Fiord.-Begin to compare the human and physical features of Sogne Fiord to  the locality of the school.-Begin to describe *selected* significant global places and  features.-Recognise and begin to identify the key features of ‘frozen’ cold places of the world.-Begin to describe what ‘frozen’ cold areas of the world are like in  character.  | **Human and Physical Knowledge**-Begin to describe different types of  transport – planes and cruise liners.-Begin to compare ‘frozen’ and non- frozen landscapes.-Recognise and identify components of the weather.-Begin to describe how the weather  changes during the day and across the year in the locality of the school.-Begin to describe the effect of very hot and very cold weather on  themselves and their surroundings -To begin to describe how people  cope with living in ‘frozen’ places. | **Geographical Skills** include-Use electronic and hard copy infant atlases to locate places and features mentioned (or selected) in this unit of work.-Use large scale maps of Sogne Fiord to locate key features and places on it. (*Stanfords Map Shop on line for maps)**-Make maps and small world layouts for example of Arendelle and Sogne Fiord*-Use pictures, photographs and film snippets for example of Sogne Fiord to recognise / identify key features.-Use picture books and stories as geographical resources to introduce the geography of cold places.-Introduce concept of near and far plus simple direction – N, S, W, E.-Record information for example on the landscapes of Sogne fiord using appropriate communication technologies.-Collect simple information from weather data / weather forecasts and from travel brochures.-Use Google Earth a ‘simple’ GIS to locate cold places of the world – including mountain areas.-Select images from GIS for example of Sogne Fiord landscapes.-Plan / follow simple routes and journeys |

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| **Key Questions** | **Learning / Possible Assessment Objectives** | **Suggested / Agreed Learning Pathway –** Examples of activities – strategies – differentiation – resources. | **Notes and Observations.** |
| What is the landscape of ‘Arendelle’ like? | -To recognise and identify the key features of Arendelle-To begin to describe the Arendelle locality. | -Introduction - show children artefacts and picture clues from the story / film Frozen – Show children the main characters from the story – can they ***recognise and identify*** them, what part does each have in the story? **(1)**-Ask children to recount / recollect their memories of the story if they have read the books or seen the film. Do they have any items at home based on the Frozen film (Their favourite items can be used for show and tell time next session)? Create Frozen artefact table in the classroom. -Children work in groups investigating pictures of Arendelle. Can they match *home produced* word cards to the pictures? (Create your own word banks to go with the images you have selected) **(2)** After sorting activity children ***begin to describe*** the Arendelle landscape. **(3)**Pictures can be obtained from searching **Google Images - Arendelle**-Children work in groups to create their own small world models of the Arendelle landscapes – Encourage them to add their own labels for the features they have ***recognised / identified*** and created?**The children need to know that Arendelle is a make believe place – used in the story board for the film.**Extension activity to explore other ‘make believe’ places in stories and children’s films they and their parent(s) / guardians know. Selected stories can be read with the children at the end of each afternoon session during this topic. **(4)** | **(1)** Of course, some of the children will be too young to remember Frozen 1 – so you can use Frozen 2 as the starter.**(2)**This will need some preparation of resources – images and word bank envelopes.Images – From Google – Arendelle.**(3)**Remember to explain to the children that Arendelle is a ‘make believe’ place. **(4)**Don’t forget to put this information on the school website to help to fully involve parent(s) guardians. |
| **Key Questions** | **Learning / Possible Assessment Objectives** | **Suggested / Agreed Learning Pathway –** Examples of activities – strategies – differentiation – resources. | **Notes and Observations.** |
| Where was the scene for Arendelle set? | **-**To locate Norway and Sogne Fiord in relation to the school.-To begin to recognise and  identify features of Sogne Fiord.-To begin to identify routes and  types of transport that could be used to travel between school and Sogne Fiord | -Selected children show and tell ***(describe)*** their Frozen items (see previous activities) – Create Frozen artefact table.-Children meet Olaf (bring in Olaf the snowman) – *Working aside from this learning pathway is the opportunity to discuss making a snowman – exploring the conditions, skills and techniques required.*-Read a letter sent to the children by Olaf **(5)**, in which he tells them that the writers of the story / film he is in, used the scenery of Norway (especially near a feature called Sogne Fiord) to help to create Arendelle. **(6)**-Use infant atlases / electronic atlases ***to locate*** Norway, Sogne Fiord and of course the school locality. Introduce simple European maps-Teacher generated questioning here. Where is it in relation to the school? How could we get there? Which sea might we cross? Is it near or far? (big concept) Which direction is it? **(7)****Role play area during this unit a travel agents (8)**-Begin to explore Norway, Sogne Fiord (and other fiords) through pictures from travel agents’ brochures – collected from role play area.-Off to Sogne Fiord – plane flight to Oslo to link up with the cruise ship (home-made flight and cruise tickets and passports).-Hall or similar space turned into an aeroplane for the flight to Oslo to  link up with cruise liner taking them to the fiords including Sogne.  Fiord.- If the children have flown before they can talk to the others about what airports are like, boarding the plane, take off / landing etc. **XX**-Undertake the flight – use white boards / screens to project route of flight from London Heathrow (or local airport) to Oslo. In-flight  entertainment film snippets of Norway. **(10)****Select your own (appropriate) film snippets of Sogne Fiord and Norway from You Tube** to show on the flight **(9) There are hundreds to select from – just make sure the ones you select give good images of fiord landscapes.****Note** if you do not want to fly to Oslo with your class you can take a boat from one of the major cruise ports for example Southampton to Sogne Fiord. Turn the classroom into a cruise liner with port holes along the walls / windows etc. Instead of an aeroplane **(10)**-Large home -made floor map of UK and European Coast - place model boat on – children ***begin to explain*** which route the boat could take to get to Sogne Fiord from your selected port. Similarly, if you are flying, which route could the plane take to Oslo – what will the plane fly over.Introducing the seas that surround the UK – see NC KS1 locational requirements.  | **(5)**A ‘home made’ letter. Be inventive.**(6)**Do your own reading and research so that you know how fiords (fjords) are formed, what they are like in character and where they are found in the world. The children will ask!!**(7)** These are just sample questions – you can generate a lot more with the children’s help.**(8)**Class spaces have to be dynamic and interactive.***(9)*** *Use Clip Grab or similar, to help to download You Tube clips for the classroom***(10)** It really does not take that long to turn your teaching space into an aeroplane or cruise shipPortholes cut out of sheets of backing wallpaper – placed on the class windows.**XX** There are many film snippets on You Tube showing planes landing at Oslo Airport Gardermeon – most are shot from the flight cockpit. Great viewing. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Suggested / Agreed Learning Pathway –** Examples of activities – strategies – differentiation – resources | **Notes and Observations.** |
| What is Sogne Fiord like?How is this area of Norway similar and different to the locality of the school? | -To recognise and identify the key geographical features of Sogne Fiord-To begin to describe the key  features of Sogne Fiord.-To begin to compare / contrast the features of Sogne Fiord with those in the locality of the school. | -Select your own You Tube film snippets taken on a cruise along Sogne Fiord as start to this section of the learning pathway **(11)**– play to children – what did they ***recognise and identify*** during ‘their’ cruise.As with any place or area, the landscape along Sogne Fiord varies considerably. (it is 205 km long!!) **(12)**-Window – view from our port hole. Children work in pairs. Each pair has a picture of Sogne Fiord downloaded and printed **from Google Images – Sogne Fiord (see sample picture of end sheet)** give the children a cut out port hole to place over their picture, alternatively secure one over the picture prior to giving it to them.-Children record using I pads or similar a list of what they can ***recognise and identify*** from their port hole – they use this information to ***begin to describe*** their view from their porthole.-Reporting back – **‘This is What We Saw From Our Port Hole’**  what about you?-Introduce the book **Mirror** by Jeannie Baker **(13)**. Explore the book with the children – it compares places through collage work.-Children use this as a stimulus for ***beginning to compare*** what they saw through the port hole (on their cruise) to the locality of the school.*Depending on time the children can make their own collage of their porthole view of Sogne Fiord.* | **(11)** if review Norway Tourist Board site, and other Norwegian travel sites, you will find many film snippets of cruises and journeys in and around Sogne Fiord – select the ones that are appropriate for your children.**(12)** Sogne Fiord is a big feature 205 km (approx. 130 miles) long. **Scale / size is difficult to grasp** - try and compare this to something that the children will know. (For example, 260 journeys from school to a local shop etc.)**(13)** Mirror by Jeannie Baker – ISBN 0763648485.  |
| **Key Questions** | **Learning / Possible Assessment Objectives** | **Suggested / Agreed Learning Pathway –** Examples of activities – strategies – differentiation – resources. | **Notes and Observations** |
| Where in the world do we find places that are similar to Arendelle? | -To recognise, identify and begin to describe the key features of (selected) places and features of global significance.-To locate using simple maps selected places and features of global significance. | -Carousel of picture / story books set in different places around the world. There are too many to list (get a book box from the library) Examples - The Snail and the Whale, Penguin Small and Meerkat Mail etc. **(14)**– If you wish you can introduce different places in the world through an enlarged carousel using – paintings, music, artefacts, stories, maps, calendar pictures, holiday albums and postcards etc.**Note** in helping you to decide which pictures to include in the following activity – fiord lands similar to Sogne Fiord (Frozen - Arendelle) are found in Norway, Iceland, Greenland, Alaska, New Zealand, British Columbia and Chile.<http://en.wikipedia.org/wiki/Fjord> (for teacher information only)-Broken display – Can the children make up the monster wall map and picture display that has been left unsorted after it was last used.-Home-made large (monster) world map with continents and oceans named **(15)**, and with the location of the 30 (number depends on the class size) postcards marked. Don’t forget to include the location of the school on the map!!!Collect pictures (made into postcards **(16))** of **significant places and features around the world** from photos found on Google Images. **Don’t forget to include picture postcards of places that are similar to Sogne Fiord (Arendelle) – see above – see key question.**-Lucky dip – each child given / takes a numbered picture postcard – they ***begin to describe*** to the class what their postcard shows. **(17)**-They locate, with the help of their peers / adults, where in the world their picture postcard image is, and places it onto the monster world map.- Which postcards show places that are in many ways similar to Sogne Fiord (Arendelle)? Which places are completely different?-**Let’s Tell Olaf.** Children write postcards to Olaf the Snowman ***beginning to describe*** what the place / feature, shown on their picture postcard is like, and where it is in the world. For children with writing skills that are still underdeveloped talking postcards can be made for Olaf to listen to. | **(14)**The Snail and the Whale by Julia Donaldson ISBN 9780330504058Penguin Small by Mick Inkpen ISBN 9780340930984Meerkat Mail by Emily Gravett. ISBN 9781509836130**(15)** The continent and oceans of the world – see NC order can be introduced whilst undertaking this monster map making activity. **(16)** Postcards need preparing for this activity.**(17)** Cross refence the picture postcard each child has to the monster world wall map.If you do not want to spend time making your own world wall maps, then reasonably priced, high quality maps can be obtained from companies such as Wildgoose Education Ltd – Coalville Leics. 01530836111 0r sales@wildgoose.education  |
| **Key Questions** | **Learning / Possible Assessment Objectives** | **Suggested / Agreed Learning Pathway –** Examples of activities – strategies – differentiation – and resources. | **Notes and Observations** |
| How did Elsa’s power change Arendelle? | -To begin to compare / contrast ‘frozen’ and non ‘frozen’ landscapes.-To recognise, identify and begin to describe components of the weather-To begin to describe how weather changes during the day and across the year (in selected places).-To begin to describe the effect of very cold and very hot weather on themselves and their surroundings. | -Snippet from Frozen 1 showing Elsa changing Arendelle to a Frozen landscape. Recount the story – What power did she have which meant that she could change the landscape to a Frozen one? Why did she do it? How did the landscape change in character?-Spot the difference ***(begin to compare)*** – children work in pairs, each pair has a picture of Arendelle – one Frozen the other non-Frozen. How many similarities and differences can they observe? Feedback to the class. -How does the weather of the school locality change during the day / week? **(18)** Weather watchers, weather recorders, weather- forecasters. **(19)**-Show two parts of the story from Frozen 1 – 1- Meeting Olaf for the first time (Frozen scene) and 2 - Olaf singing his song on the beach (warm / hot scene)-Children ***describe*** memories of very cold and very hot days. What do / did they do on very hot or very cold days. Which do they like best? Why etc. – Can be collected and displayed as large speech bubbles.**Extra - Moving on - if needs be** -Exploring relatively recent very cold winters (2009) and hot summers (2014) in the locality of the school – hot seating Mums and or Dads – adults who support the children in school. What was it really like for you? **(20)**-Exploring from You Tube Footage of past ‘historic’ very cold winters in the UK (1962/3) and very hot ones (1976) – timeline / chronology.Film snippets for the above dates – via You Tube, BBC Website etc. | **(18)** At this time, or across the unit you might wish to undertake simple weather recording and weather forecasting. **(19)** Introduce seasons and seasonal changes to the weather as required**(20)** Get the parent(s) / guardians and grandparent(s) etc involved in the children’s learning. Exploring their memories of very cold and very hot periods – years and the impact hat this had on them. |
| **Key Questions** | **Learning / Possible Assessment Objectives** | **Suggested / Agreed Learning Pathway –** Examples of activities – strategies – differentiation – and resources. | **Notes and Observations** |
| Where in the world do, we find the main ‘frozen’ places? | -To locate cold ‘frozen’ places in the world.-To begin to compare ‘frozen’ landscapes with those in the school locality. | Take your pick for a starter book which includes pictures / photographs of cold places. You will have your favourites, so will the children. If not you may wish to consider one of the following – -Penguin Small – Mick Inkpen – Hodders Children’s Books-The Little Polar Bear – Hans de Beer – North South Books-The Snail and the Whale – Julia Donaldson – MacMillan Talk about the story you have read with the children – which pages had images of ‘frozen’ places in them? What did the pictures show? How are the places similar and different ***(compare)*** to the locality of the school and other places that they have visited?-Use Google Earth to help to locate the ‘frozen places’ of the world. **(21)** Greenland and the Antarctic are especially clear. Do not forget to focus in on the Arctic and mountain areas that have permanent snow / ice. **(22)**-The class, with your support, mark and name the cold Frozen places onto the monster world maps previously completed. Add pictures of the places downloaded from Google Images. Naming them, noticing their location in relation to the school – north or southMoving forward – Depending on the age and ability of the children you may wish to explore, in more detail, major mountain ranges in the world. Many of which have permanent ice and snow – they are also ‘frozen’ landscapes. | **(21)** Do not forget to locate and name places by cross refencing to your monster wall map**‘Placing places’** is a vital, and often ignored, facet of geography. And all other subjects!!**(22)** note for your colleagues. Permanent snow and ice due to **Latitude** for example The Arctic **Altitude** for example The Himalayas |
| **Key Questions** | **Learning / Possible Assessment Objectives** | **Suggested / Agreed Learning Pathway –** Examples of activities – strategies – differentiation – and resources. | **Notes and Observations** |
| What are the ‘frozen places’ of the world like? | -To recognise and begin to identify the key features of ‘frozen’ areas of the world.-To begin to describe what ‘frozen’ areas of the world are like in character.-To begin to describe the ways of life of people living in ‘frozen’ places. (extension) | Collect a range of resources on very cold (frozen places) of the world for a carousel of activities. For example-Travel agent brochures – in the role play area.-Google Images physical and human features-You Tube snippets of people living and working in the ‘frozen’ places-Web cam images – pre load the web cams for the children to watch-Animal models –polar bears, penguins etc.-Clothes worn by polar explorers – actual or images.-If possible, invite somebody who has visited a ‘frozen area’ of the world into school to answer the children’s questions.-Linked to the history curriculum – Exploring the black and white photographs of Herbert Ponting – Scott’s photographer **(23)**What are the ‘frozen areas’ of the world like?Frozen paintingsFrozen small worldsFrozen class collageFrozen word chartFrozen talking – using recording technologyFrozen writing ***Recognising, identifying and beginning to describe*** what ‘frozen places’ are like in character.-Where would the children prefer to live, in a ‘frozen’ area of the world or where you live now? Why?**Extension** – Explore the lives of different groups of people, for example, the Inuit, who live in frozen places. How do they cope with living in the ‘freezer’? **(24)** | **(23)** The range of resources and the number of activity stations is entirely up to you.Initially this activity may take a little while to resource, but once done!!**(24)** If appropriate this can be undertaken as a home ‘research’ activity.  |

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| **Support for English** includes-Using infant atlases – both electronic and hard copies.-Exploring travel agent brochures-Using a range of secondary geographical resources to explore the character of ‘frozen’ places.-Labelling-Post card writing (and talking)-Simple descriptive writing-Recounting memories – Frozen 1 the movie-Listening to story telling-Show and tell Frozen items-Listening to You Tube film snippet commentary-Descriptive talking – for example - the character of Sogne Fiord and memories of very hot and very cold days.-Comparative talking for example Frozen v non- Frozen landscapes. Where appropriate, comparative writing | **Support for Mathematics** includes-Very simple distance / directional work – school locality to Norway and Sogne Fiord-Introduce very simple weather data for example temperature and rainfall for selected places.-Simple scale – Google Earth projections / ‘flights’ | **Support for ICT** includes-Using / exploring film snippets for example You Tube snippets from Frozen 1 and archive footage of very cold winters and very hot summers in the UK-Using I pads and other communication technologies to record conversations and findings – for example to make electronic postcards-Use of Google Earth to locate and focus in on ‘frozen’ areas of the world. |

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Source – Google Images – Sogne Fjord – alias Arendelle!!