

## TEACHER'S NOTES

### ADVENTURE SCREENS

These ten adventure screens are cross-curricular and could be used when teaching the following KS2 QCA units of work:

#### SCIENCE

- Unit 4C Keeping warm

#### HISTORY

- Unit 6C Why have people invaded and settled in Britain in the past? A Viking case study

#### GEOGRAPHY

- Unit 7 Weather around the world
- Unit 15 The mountain environment
- Unit 24 Passport to the world

#### ICT

- Unit 6D Using the internet to search large databases and interpret information

#### CITIZENSHIP

- Unit 2 Choices
- Unit 8 How do rules and laws affect me?

In addition you could use the screens as a resource for literacy, e.g. poetry, report writing, use of persuasive language and argument, also biography work.

**INTERACTIVE SCREEN** (the last screen in this section)  
A fun activity to get children thinking about the diversity of Norwegian adventure.

#### **(SCREENS 1/2/3/4/5) SKIING, WINTER, SUMMER AND ADVENTURE SPORTS / ACTIVITIES**

Use with geography units 7,15,24

Introduce sport in Norway by reading an extract from a holiday brochure, which details activities available in Norway. Children can recall sports while you list them on the board. Have charade cards ready, each with a different sport on e.g. skiing, snowboarding, football. Select children to act them out for the class while the others guess the sport. You could get children to rank the list of activities on the board – most favourite etc. Brave teachers might like to get the class up and moving to get them in the mood for the lesson – perhaps some warm-up exercises, jumping, stretching etc. Obviously this will depend on how well you know your class and space available.

Skiing is Norway's national sport and is a natural product of Norway's climate and geography. The oldest ski artefacts in existence are approximately 2,000 years old, but the modern sport of skiing arose in Telemark in the last century. This was when Norwegians started competing.

**Adventure worksheet 1** – A postcard template to describe holiday activities

#### Possible extension task:

- Ask children to plan a week's adventure holiday in Norway. They must choose a different activity for each day of the week and describe a bit about it. They could illustrate with drawings, or cut pictures from holiday brochures.

#### **(SCREEN 6) RULES**

Use with citizenship units 2 /8

Read the safety rules and use them to discuss and develop an appreciation of why we need rules. This could lead onto the class coming up with their own set of rules for behaviour in class, outside on the playground etc.

**Adventure worksheet 2** – Rules notice board for children to design their own set of rules

#### **(SCREEN 7) POLAR TREKKING**

Use in literacy - poetry

Use with science unit 4C

Literacy - Get children to list adjectives used to describe polar lands (not mainland Norway)...icy, freezing, hostile, barren. Explain the use of metaphors to enforce imagery e.g. The air was colder than the inside of a box of fish fingers, my breath was as icy as dewdrops. Explain about similes in the same way. Explain how alliteration can be used to create mood e.g. frozen fingers throbbed, wild winds wailed. Explain how personification can be used to enhance their writing e.g. fingers of ice, snowflakes each as unique as a child's fingerprints. Children could plan shape poems about the Arctic/Antarctic. They could also use polar lands as a subject for limericks.

Science – use the facts as an introduction to how things can lose temperature and get cold, or as a topic on insulation.

**Adventure worksheet 3** - A true or false sorting exercise.

## (SCREEN 8) EXPLORERS 1

Use with history unit 6C

Use with ICT unit 6D

History – worksheet 4 can be used whenever you start a new topic in history to put facts/time into context and practise chronological sequencing. You might want to use the worksheet to help children structure a personal timeline of their life so far. They could add when they were born; started school; their siblings were born; their achievements; best experience, etc. You may find this a useful exercise to put the Viking Age into context. In unit 6C, section 5 children are expected to be able to sequence Viking raids correctly on a timeline. Remind them that the Anglo-Saxons were in Britain before the Vikings and that many of the accounts about Vikings are from an Anglo-Saxon perspective. You could write the different battles on pieces of card and distribute these to the children, they could then stand up and rearrange themselves into a line to help clarify dates.

Go to [www.llanbister.powys.sch.uk/Vikt.htm](http://www.llanbister.powys.sch.uk/Vikt.htm) for a really clear timeline starting with the raid at Lindsfarne and ending in 1066.

ICT – use the internet to investigate and research the Viking raids in Britain.

**Adventure worksheet 4** – A blank timeline for children to complete

## (SCREEN 9) EXPLORERS 2

Use in literacy for biographies or descriptive writing

Use in citizenship - to work on teamwork development

Use with science unit 4C

Literacy - Tell children about the race for the South Pole between Roald Amundsen who was Norwegian and Robert Scott who was English.

This is a simplified version. In 1911 Amundsen, four companions and four 13 strong dog-sleds set off for the South Pole. He was the first person to reach it on December 14th after a tragic race with Robert Scott. Scott arrived on 17th January 1912, but on his return died of cold and starvation with the rest of his team.

Discuss how Amundsen/Scott may have felt when undertaking this expedition. If there were telephones available they could have phoned home. What might they both have said? Should Scott have been proud of himself and his men even though he came a close second? Introduce the importance of teamwork and stress the need for team communication and participation. Write a page from Scott's diary the evening after he got to the South Pole and found the Norwegian flag already there (worksheet 5). You could stain the paper with a solution of water and coffee/t-bags to make the page look old – you (teacher) could burn the

edges for extra effect. Choose carefully which pens children write with as some ink will run during this process.

Science – use the story as an example of how people can get cold. Link it to an experiment which looks at which materials hold heat best. Use it as a starting point for talking about insulation.

**Adventure worksheet 5** – A blank diary page – for pupils to fill in important landmarks in their lives.

**Geography worksheet 4** – A blank passport template to research a famous explorer.

**History worksheet 4** – A blank newspaper page template. Use to report the polar adventure/polar race result.

### Possible extension task:

- Design a game-board, in the style of snakes and ladders, to play 'Race to the South Pole'.

Snakes = bad things on journey such as, 'strong winds blow you back 5 spaces; you get frostbite go back 2 spaces; one of your dogs dies go back to start.'

Ladders = good things, such as, 'Cloud lifts so you have clear views, go forward 3 spaces; you find extra chocolate bar, jump on 3 spaces; your dogs carry your rucksack for you, go on 1 space...' etc. Remember to invent rules too. This is great to play on a wet lunch day.

### Acknowledgments

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