

Video summary	Before watching the video	During the video
<p>Wildlife presenter Ferne Corrigan takes a look at the Arctic tundra and how plants and animals have adapted to live in this biome.</p> <p>Ferne describes the location of the tundra biomes around the world before describing the climate of the biome.</p> <p>She then explains how the barberry plant has adapted to survive the harsh weather before explaining how the Arctic fox and the Musk ox have adapted to survive in the Tundra ecosystem.</p> <p>Ferne then changes focus to the Sami people of the tundra biome and how they use the changing seasons to survive.</p> <p>.</p>	<p>Look at a map of the Arctic tundra. Ask students to give a locational description of the Arctic tundra. What countries and continents are found within the Arctic tundra?</p> <p>Ask students about the types of animals that they think might live in the Arctic tundra and what type of climate they live in. Students could make predictions, which they could then add to once they have watched the film.</p> <p>Introduce key terms such as:</p> <p>Permafrost: Ground that remains frozen for at least two years in a row.</p> <p>Insulation: A way of trapping heat, for example fur acts as an insulator.</p> <p>Tundra: A treeless landscape in the Arctic.</p>	<p>You may wish to stop at relevant points during this short film to pose questions and check understanding or wait until the end. Useful questions might include:</p> <ul style="list-style-type: none"> • Where is the Arctic tundra located? • What is the climate like in the Arctic tundra? • What is permafrost? • How is the Arctic fox adapted to living in the Arctic tundra? • How is the musk ox adapted to living in the Arctic tundra? • Who are the Sami? • How do humans use the Arctic tundra?
After watching		
<p>Ask students to look back at their predictions, were they right about what they thought they would see in the Arctic tundra? Students could complete a spider diagram to note down the basic information about each of the Arctic tundra: vegetation, climate, animals and human uses.</p> <p>Give students an image of the Arctic Fox and ask them to annotate it with the adaptation, for example its thick bushy tail. Discuss with students how the adaptations enable it to survive in the climate of the Arctic tundra. Students could carry out the same activity with the musk ox. This could then lead students to designing their own plant or animal that could live in the Arctic tundra.</p> <p>Discuss the human uses of the Arctic tundra. Ask students whether they think those uses are good for the biome or if they will cause issues. Students could then rank the uses from most damaging to least damaging using their opinion and then writing up their decision.</p>		

Curriculum notes	Where next?	Links
<p>This clip will be relevant for teaching Geography at KS3 and GCSE.</p> <p>This topic appears in OCR, Edexcel, AQA, WJEC KS4/GCSE in England and Wales, CCEA GCSE in Northern Ireland and SOA National 4/5 in Scotland.</p>	<p>Compare the Arctic tundra to a contrasting biome such hot deserts.</p> <p>Students could compare:</p> <ul style="list-style-type: none"> • Animals • Vegetation • Climate • Human uses <p>Further research could be carried out into the Sami people. Their lifestyle could be compared to the students own.</p>	<p>Distribution of ecosystems: https://www.bbc.co.uk/bitesize/guides/ztcch39/revision/3</p> <p>Climate: https://www.bbc.co.uk/bitesize/articles/zqqvf82#z4vh6q8</p> <p>Tundra regions: https://www.bbc.co.uk/bitesize/guides/z66cvwx/revision/1</p> <p>Uses of the tundra: https://www.bbc.co.uk/bitesize/guides/z8r6fq8/revision/4</p>