

Overall outcome

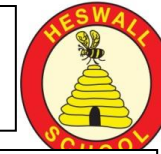
Mini Museum set up for parents to attend showcasing learning during topic.

Hook: The children will be given objects in ice from Shackleton's voyage- this will lead to the children writing letters applying for jobs on his expedition. A reply will be received the following day- which will invite them to an expedition training day, which will immerse them in key facts about Antarctica and the items and techniques they would need to survive.

Curriculum areas that will be covered in stand-alone units during this topic:

RE
PSHE

Y5 Autumn 2: Medium Term Plan



Texts: Shackleton's Journey (non-fiction), The Explorer (class reader)

Key Vocabulary: expedition, endurance, pioneer, survivor, iceberg, Antarctic, artefact, mountaineer, blizzard, voyage, treacherous, continent, pack ice, Antarctica, climate, biomes

Areas of learning (theme/subject)

Literacy, Geography, Art, Computing, Science, DT

Resources

Online resources

See literacy planning for detailed list.

Significant individuals

Sir Ernest Shackleton

Sir David Attenborough.

Year 5: Why is exploration important? Part 2

GLOBAL GOALS: Life below the sea (COP27 – Whale Art Ocean Pollution)

Curriculum

What will we learn?

Children will be able to:

Use maps, atlases, globes and digital/computer mapping to locate countries visited by Shackleton on his journey and describe geographical features of his route.

Describe the physical geography of the Antarctic including; climate zones, biomes, mountains and volcanoes.

Explain why polar bears do not live in the Antarctica!

Explain how the water cycle is affected by the cold temperatures in the Antarctic and the impact of climate change.

Give reasons, based on evidence from comparative and fair tests, for the reproduction and survival of Antarctic species.

Describe and understand key aspects of human geography including; how human settlement on the Antarctic is affected by the harsh climate, the impact of tourism and lack of physical resources in the Antarctic.

Understand the purpose of research stations in the Antarctic

Use the eight points of a compass and four figure grid references to build knowledge of the wider world

Creativity:

*How will we show we understand in multiple ways?
What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

- Create a map and photographic journey of Shackleton's expedition, including timings.
- Write an endurance narrative, drawing on role play, that draws on their knowledge of Shackleton's journey and the geographical features of the Antarctic.
- Create artwork, in the style of David McEown
- Drawing on personal research, create an article/booklet that describes the physical and human geography of Antarctica.
- Design a hardback cover to bind article and research in.
- Produce a poster to advertise the mini museum for parents.
- Investigate the life cycles of animals in Antarctica and make comparisons based on variable data such as gestation and size.
- Research an explorer for homework- compare and contrast with Shackleton- discuss what an explorer actually is? Can anyone be an explorer?

Connections

What are the connections to our curriculum past and present?

Connections to previous learning

- Episodes of historical learning, ordering events on timelines.
- Link to work on Christopher Columbus in Year 1.

Connections to Future learning

- Coordinates and mapping skills in Year 6
- Understanding research stations in Y6 arctic Wolves topic.

Compassion

What feelings to we wish to evoke?

An endurance narrative requires the children to spend significant time 'in role', drawing on their knowledge of the extreme conditions in the Antarctic and subsequently understanding how individuals would have found great hardship living in such conditions during Shackleton's expedition.

Children should recognise the value of the strong and supportive leadership model shown by Shackleton, allowing every crew member to survive.

Children should also recognise that, despite more advanced clothing and housing, life on the Antarctic continues to be challenging for people who live there and yet they continue to do so to conduct vital climate research for future generations.

Realisation that anyone can be an explorer- draw parallels to key figures throughout history in every facet of life.

Community

What links can we develop 'Near and Far'?

Possible communication with Antarctic Research station-

Communication with Antarctic animal researchers- whales - Incredible Oceans.