

Hook: The children will be given objects from Shackleton's voyage- they will write letters applying for jobs on his expedition. A reply will be received the following day- which will invite them to an expedition training day, immersing them in key facts about survival in Antarctica.

Y6 Autumn 2: Medium Term Plan



Areas of learning (theme/subject)
Literacy, Geography, Art, DT

Texts: Shackleton's Journey

Curriculum areas that will be covered in stand-alone units during this topic:
RE- Faith in Action, Promises, Prophecy - The Magi
Science: Animals and their Habitats, Light
French: Habitats Music: Happy

Year 6: Why is exploration important? Part 2
GLOBAL GOALS:
Life below the sea, Climate Action

Resources
Online resources
See literacy planning for detailed list.

Overall outcome
Children will create a 'mini museum' to share their learning with their class and with those at home.

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

Significant individuals
Sir Ernest Shackleton
Sir David Attenborough.

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.
- Children will learn to use 6 figure map references.
- Describe the physical geography of the Antarctic including: climate zones, biomes, mountains and volcanoes.
- Explain why polar bears do not live in the Antarctica!
- Suggest how human geography can cause changes to environments and the different views that people may hold, including how human settlement on the Antarctic is affected by the harsh climate and the lack of physical resources in the Antarctic.
- Describe the changes to the environment in the Antarctica that are happening as a result of climate change and understand the need for change.

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.
- Children will create art work inspired by the artist Nerys Levy.
- Research an explorer for homework- compare and contrast with Shackleton- discuss what an explorer actually is? Can anyone be an explorer?
- Children will 'curate' an exhibit to display in our mini museum showing their learning across the previous term.

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 previous work looking at other historical explorers - for example, The Vikings.

Study of Mayan explorers in Autumn 1

Connections to Future Learning

Development of mapping skills to be developed in Spring 1 during UK topic of work

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.

Community
What links can we develop 'Near and Far'?

Possible communication with Antarctic Research station- this may be through Twitter for example.