

<p><u>Links to Prior Learning</u></p> <p>Big Blue – classifying animals, key geographical features, food chains Flow – 8 compass points</p>	<p><u>Substantive Knowledge</u></p> <p>Geography: Locate the world’s countries using maps to focus on Europe (including Russia), North/South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities Identify position and significance of latitude, longitude, equator, northern/southern hemisphere, arctic/Antarctic circle, Greenwich meridian and time zones. Understand geographical similarities and differences through the study of human and physical geography of a region in Europe (Russia) and North America (Alaska). Describe and understand key aspects of physical and human geography History: Study an aspect or theme in British history that extend pupils’ knowledge beyond 1066 (polar exploration – also Titanic) Science: How living things are classified into broad groups according to observable characteristics Give reasons for classifying plants and animals Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>		<p><u>Cultural Capital</u></p> <p>Book: Shackleton’s Journey, Ice Bear (Also ‘Kaspar, Prince of Cats’) Art: Wilson Bentley photography Music: Winter (Vivaldi)</p> <p>Climate change (cause and effect) Northern lights Compare our life with those in Arctic circle Appreciate the work of David Attenborough</p>
<p><u>Key Questions</u></p> <p>Does anything happen in the Arctic? How can we be explorers in our everyday lives? Can I prevent/stop climate change? Why is it so cold in the Arctic?</p>	<p><u>Frozen Kingdom</u></p> <p><u>Yrs 5/6</u></p> <p><u>Disciplinary Knowledge</u></p> <p>Asking and answering questions – investigating – observing – equipment and measuring – identifying and classifying – recording and reporting findings – analysing data and drawing conclusions (science)</p> <p>Map reading – drawing scaled accurate maps (geography)</p>		<p><u>Key Vocabulary</u></p> <p>Arctic, Antarctic, Environment Temperature. Northern lights Scott, Indigenous Food chain, primary, producer, secondary, consumer, predator Longitude, latitude Northern/Southern Hemisphere Topographical features Polar vocab: arctic moss, arctic fox, polar bear, whales, reindeer, moose, walrus, penguins (emperor, adelic, chinstrap, gentoo)</p>
<p><u>Throughout</u></p>	<p><u>Discrete</u></p> <p>French – Y5 unit 10, Y6 unit 15 Computing – databases, webpage design PSHE – culture and racism. Predicting and managing risk. RE – Y5 What does it mean if God is Holy and loving? RE – Y6 Why are the Saints encouraging role models?</p>		

<p><u>Maths Links</u> Interpreting data – Y5: “Complete, read and interpret information in tables, including timetables.” Y6: “describe positions on a full co-ordinate grid (all four quadrants)”</p>	<p><u>English Links</u> Tense narratives – Titanic (linked to Kaspar, Prince of Cats) Diary writing – linked to Shackleton’s Journey, as well as the diaries of Scott and Shackleton</p>
<p><u>DT tools and techniques</u> N/A</p>	<p><u>Art tools and techniques</u> Wilson Bentley, Snowflake pictures – Appreciation of art Herbert Ponting, Arctic images – using paint and pastels to create icy images.</p>
<p><u>History knowledge to be remembered</u> Titanic set sail – and sank – on its maiden voyage in 1912. It left Southampton, and crossed the Atlantic Ocean for New York. After scraping against an iceberg, the ship took on water and sank in the early hours of 15th April. The disaster was particularly bad as they did not have enough lifeboats (the intention had been to make the ship “unsinkable” so that it didn’t require them). This problem was made worse by the fact most of the lifeboats were no more than half full, due in large part to the fact that 1st class passengers didn’t want to share with 3rd class passengers. Of the 2,208 people on board the ship, only 705 survived. That same year (March 1912), Captain Robert Falcon Scott’s team died after attempting to become the first men to reach the South Pole. Two years later, Sir Ernest Shackleton attempted to lead an expedition across the diameter of Antarctica. His ship <i>Endurance</i> became trapped in the icy sea, and was eventually crushed. Shackleton led his men to march across the ice and row for a whole week to Elephant Island. Shackleton then led a smaller group to row to civilisation in South Georgia, where they got help. Amazingly, all of his crew survived.</p>	<p><u>Evaluation 2020/21</u> Art – children really enjoyed creating arctic images, but we need to decide which type of paint to use. Perhaps next time children can experiment using poster, water colours, oils and chalk to create their arctic scenes. History – children enjoyed the Titanic element, but were less engaged with Ernest Shackleton. Science – children enjoyed work on animals, but it would have been lovely to delve into the environment and global warming.</p>