

Topic / History

*Maps and mapping - North and South pole where are they? Map the countries and oceans around them. Which continents are they in?
*The race to the South Pole. When did it happen? Who was involved? Timeline of events. Sources - how do we know this happened? Who was most successful and why?
*Transport and travel - how did the explorers travel in the past? How can we travel now?
*Global warming - what is it? Why is it happening? What do we need to do in order to slow it down? What will be the impact if we don't?
*Who lives there? Scientists only in the South Pole. In depth study into the Inuit community. History - how has the community changed? How might it change in the future and why? How do they live and why do they live that way - cultures and beliefs.
*Wildlife - how do animals survive there? How have they adapted to survive in those conditions? What will global warming do to them?

English - cross curricular links

Fiction - animation. Ruin
<https://www.youtube.com/watch?v=doteMqP6eSc>

Biography - Greta Thunberg

Persuasive writing - write a letter to the government to do more to help in fighting climate change.

Art / DT

Food tech T3 Year 5 - Pasta salads

Northern lights - produce art work in four ways - watercolour, tones of blue, sketching, chalks. Evaluate which one is most successful? Why?

Inuit art. Resist printing - poly bricks and string printing.



We don't live there - why are the polar regions our responsibility? Yr 5

Geography - Arctic/Antarctic circle, Latitude/Longitude, Reduce, reuse and recycle
History - Shackleton's journey

PE

T3 - dance,
netball/basketball
T4 - Gym & hockey

Science

T 5/6 - Forces

French

T3 - the weather
T4 - clothes

RE

What would Jesus do?
(Can we live by the values of Jesus in the twenty-first century?)

PSHCE

T3 - Citizenship & local community

T4 - Physical & Drugs Ed

Online safety day (Feb).

Topic link - protecting the environment

Stunning start - KIC theatre

Marvellous middle - Outdoor skills - whittling. What would we need if we went to one of the polar regions/ What would we wear? What and how would we eat?

Epic ending / Assessment piece - Climate change campaign. In small groups children create their own campaign to make people in our community more aware of climate change and what we can do to slow this down.

Key vocab:

- Global warming
- Polar ice caps
- Tundra
- Expeditions
- Tropics
- Adaptation

Computing

T3 - Coding
T4 - PowerPoint and animation
T3 - Esafety - **Parent Zone** Is that your Digital right? **Google, Internet Legends** Check *It's for real*. Activities: 1,2
T4 - Esafety - **Parent Zone** Is that your mobile phone? **Google, Internet Legends** *Protect your stuff* Activities: 1,2