

Topic / History

- *Maps and mapping. Where is the N and S pole? To include lines of longitude and latitude, tropics and GMT.
- *Physical aspects of North and South pole to include climate zones, northern lights, temperature, longest/shortest day/night.
- *Race to the pole - Shackleton's journey and then Scott and Amundsen. Which route did they take and why? Plotting their journey using grid references. When did this take place? Who was most successful and why? (Cause and effect, explanation of past events).
- *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?
- *Climate change - effect on the Inuit community and the world. What is happening and why?

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

Water colours - The Northern Lights - techniques and textures.



Batik - Inuit art.



Sketching - Emperor penguins, linked to Edward Wilson.

DT - making snow globes, design, plan, make. Include market research - sell product.

We don't live there - why are the polar regions our responsibility? Yr 6

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

PE

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

Science

T3 - Electricity
T4 - Light

French

T3 - At school
T4 - The weekend

RE

What matters most to Christians and Humanists?

PSHCE

- T3 - Citizenship & local community
T4 - Physical & Drugs Ed
- Online safety day (Feb)
- Topic link - climate change and protecting our 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
- Latitude/longitude
- Expeditions
- Tropics
- Adaptation

Computing

- T3 - Databases
T4 - Coding
T3 Esafety - **Parent Zone** Is that your Digital right? **Google, Internet Legends Check It's for real** Activities: 2,3
T4 Esafety - **Parent Zone** Is that your mobile phone? **Google, Internet Legends Protect your stuff** Activities: 2,3