

One big question: What is life like for a child in Antarctica?

One big fieldwork study: A wildlife study to compare the wildlife of Antarctica and the UK

VIP: (Very Important Person): Ernest Shackleton

As historians we will...

- ...explore the timeline of Antarctic expeditions
- ...identify different explorers and their nationalities
- ...study significant explorers and their journeys (Scott and Shackleton)
- ...explore the key events in the Race to the Pole and the discovery of Antarctica
- ...discover how Antarctica has changed over time and what this means for the future of our planet

As designers we will...

- ...choose textiles for a specific purpose
- ...plan and design our own textile pattern
- ...independently follow a pattern to join materials together to create a pair of mittens
- ...ensure that our product is aesthetically pleasing
- ...evaluate our product based on its attractiveness and functionality

As writers we will...

- ...write a diary entry in role as one of Shackleton's crew members
- ...produce a formal letter to persuade people to join Shackleton's expedition
- ...use figurative language to write a setting description of Antarctica
- ...create a set of instructions detailing how to survive in Antarctica

As artists we will...

- ...choose appropriate materials for our collage and justify our choices in relation to texture and effect
- ...combine pattern, tone and shape within our collage
- ...select a range of media and adhesives to represent a surface e.g. ice or water
- ...use layers to build complexity and represent the qualities of a surface

Y6 'Know about Now' curriculum overview –



***Aim:** To inspire a curiosity and fascination about the world and the lives of children today through the exploration of diverse places. Through this learning, pupils will demonstrate a geographical and cultural awareness and in turn acquire a rich cultural capital and an appreciation of the similarities and differences of people's lives across the world.*

As philosophers we will...

- ...empathise and understand the difficulties faced by the Antarctic explorers, both then and now
- ...reflect upon our own actions and the effect they are having on Antarctica
- ...compare the lives of people living in extreme climates compared to our own lives

Using computing skills, we will...

- ...research Antarctica's climate and location
- ...write an email in role as an Antarctic researcher

As geographers we will...

- ...explore the seven climate zones and biomes
- ...locate Antarctica on a map and discuss this in relation to the Arctic Circle and Tropic of Capricorn and Cancer
- ...investigate the size, composition and climate of Antarctica (including its hours of daylight)
- ...conduct a wind study – highlighting the similarities and differences between UK and Antarctic wind
- ...plot Shackleton's journey on a map
- ...develop our understanding of Shackleton's journey further by using a compass to navigate our way around a space
- ...compare and contrast the physical features of Antarctica and the UK
- ...conduct a wildlife study to compare the wildlife in Antarctica to the UK
- ...compare and contrast the human features of Antarctica and the UK
- ...compare the lives of Inuit people (living near the Arctic Circle) to our own lives
- ...examine the changes in Antarctica over time due to global warming

As mathematicians we will...

- ...apply our knowledge of negative numbers to compare temperatures of Antarctica and the UK
- ...use our understanding of chronology to explore and order Antarctic expeditions

In our Rights Respecting School work, we will learn about...

- ...Article 41 – focusing on human rights
- ... Article 30 – the right to have your culture respected by others