

## Year 6 Medium Term Topic Plan – Explorers and Adventurers

<b>Term</b>	Spring 1	<b>Curriculum Strands</b>	Diversity, Exploration and Innovation, Geology
<b>Classroom Environment</b>	Topic display: mountains Art outcomes - Ernest Shackleton Portraits/landscapes Year group vocabulary linked into Geography learning	<b>Super Starter (Hook) &amp; Education Visit/Visitor</b>	Super Starter: pitching tents on field- team building activity
<b>Key Texts</b>	Class read: Wolf Wilder - Katherine Rundell The Land of Neverbelieve - Norman Messenger Shackleton's Journey - William Grill The Lost Book of Adventure	<b>End Product</b> <i>(Assembly/Exhibition/ Showcase)</i>	Fabulous finish: Zoom with explorer Mollie Hughes Children to create independent outcome in a format of their choice
<b>English</b> <i>(units lasting 2-3wks max some ks2 maybe 4wks if include additional outcomes)</i>	Biography - inform Narrative/suspense adventure story. Focus: setting description - based on a biome		
<b>Science</b>	Living Things and their Habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics		
<b>P.E.</b> <i>(linked units only)</i>	Gymnastics: <b>NC Obj.</b> develop flexibility, strength, technique and balance <b>NC Obj.</b> perform dances using a range of movement patterns <b>NC Obj.</b> compare performances with previous ones and demonstrate improvement to achieve their personal best		
<b>History</b>	Explorers including Robert Falcon Scott & Earnest Shackleton <b>Obj.</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <b>N.C. Obj.</b> Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.  Explorers throughout history: <a href="https://www.historyhit.com/most-important-explorers-of-the-world/">https://www.historyhit.com/most-important-explorers-of-the-world/</a>		
<b>Geography</b>	<b>NC Obj.</b> understand geographical similarities/differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <b>NC Obj.</b> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. <b>NC Obj.</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>NC Obj.</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		
<b>Art</b>	Pupils should be taught: <b>Artist Focus:</b> Heaton Cooper - Landscapes <b>NC Obj.</b> about great artists, architects and designers in history. <b>NC Obj.</b> to create sketch books to record their observations and use them to review and revisit ideas <b>NC Obj.</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]		
<b>D&amp;T</b>	<u>Navigating the World</u> <b>NC Obj.</b> understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) <b>NC Obj.</b> apply their understanding of computing to program, monitor and control their products		
<b>Music</b>	Instrument: ukulele with Mr Ortiz		

**N.C. Obj.** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

**N.C. Obj.** Improvise and compose music for a range of purposes using the interrelated dimensions of music.

**N.C. Obj.** Listen with attention to detail and recall sounds with increasing aural memory.

**N.C. Obj.** Use and understand staff and other musical notations.