

Year 6 Medium Term Topic Plan – Explorers and Adventurers

Term	Spring 1	Curriculum Strands	Diversity, Exploration and Innovation, Geology
Classroom Environment	Topic display: mountains Art outcomes - Ernest Shackleton Portraits/landscapes Year group vocabulary linked into Geography learning	Super Starter (Hook) & Education Visit/Visitor	Super Starter: pitching tents on field- team building activity
Key Texts	Class read: Wolf Wilder - Katherine Rundell The Land of Neverbelieve - Norman Messenger Shackleton's Journey - William Grill The Lost Book of Adventure	End Product <i>(Assembly/Exhibition/ Showcase)</i>	Fabulous finish: Zoom with explorer Mollie Hughes Children to create independent outcome in a format of their choice
English <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		
Science	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		
P.E. <i>(linked units only)</i>	Gymnastics: NC Obj. develop flexibility, strength, technique and balance NC Obj. perform dances using a range of movement patterns NC Obj. compare performances with previous ones and demonstrate improvement to achieve their personal best		
History	Explorers including Robert Falcon Scott & Earnest Shackleton Obj. 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. N.C. Obj. 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. Find links to N.C. objectives. Explorers throughout history: https://www.historyhit.com/most-important-explorers-of-the-world/		
Geography	NC Obj. 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 NC Obj. describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. NC Obj. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC Obj. 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.		
Art	Pupils should be taught: Artist Focus: Heaton Cooper - Landscapes NC Obj. about great artists, architects and designers in history. NC Obj. to create sketch books to record their observations and use them to review and revisit ideas NC Obj. 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]		
Music	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.		

	<div>N.C. Obj. Improvise and compose music for a range of purposes using the interrelated dimensions of music.</div> <div>N.C. Obj. Listen with attention to detail and recall sounds with increasing aural memory.</div> <div>N.C. Obj. Use and understand staff and other musical notations.</div>
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