

# INTO THE UNKNOWN

YEAR 6  
SUMMER 1 2024

## PROJECT OVERVIEW

The children will begin their project 'Into The Unknown' with a hook day immersing them into Shackleton's attempted journey, and eventual fight for survival, across Antarctica in 1914. They will explore his journey in depth, learning about each step in his fight to save himself and his crew from almost certain death. They will use the books 'Shackleton's Journey' by William Grill and 'Ice Trap' by Meredith Hooper, along with other stories of courageous survivors. This will inspire their work in geography, exploring the polar regions, especially Antarctica. They will look in detail at the climates and biomes of the polar regions and how time zones affect these areas. Following this, they will learn about the Nenets, an indigenous tribe in Siberia, exploring how they have adapted to live a nomadic lifestyle in these harsh areas. In art, the children will use 'Shackleton's Journey' illustrations to inspire their work in printing. They will work in groups to create a piece of artwork using printing to create a pattern. They will also explore the work of William Morris and his use of patterns to create tapestries and wallpapers.

## ENGLISH

Our writing will be inspired by *Shackleton's Journey* and *Ice Trap*, which tell the true story of Ernest Shackleton's astonishing Antarctic expedition. Children will practise writing for different purposes and in different styles, using a range of sentence structures and ambitious language. *Shakespeare's Macbeth* will be our next text driver. We will explore the plot of this famous play, looking at characters' motivations and actions. Our class text is *Boy in the Tower*, another gripping tale of survival but set in London! We will also read a further range of quality extracts through which children will continue to develop their reading skills.

## MATHS

The children will begin by learning about ratio, proportion and scaling. They will then interpret a range of line graphs and begin to interpret pie charts. Prior to their SATs tests on the week of the 13th May, there will also be a period of revision. During this, we will revisit common topics including fractions, decimals and percentages as well as problem solving using multiple operations. Following the SATs tests, we will continue to look in more in-depth reasoning and problem solving to continue to consolidate children's learning.

## SCIENCE

This unit builds on from the Year 4 Electricity unit. Children will learn to represent circuits using symbols in a diagram. They will learn about two of the most important scientific inventors in the field of electricity – Thomas Edison and Nikola Tesla. Children will get the opportunity to develop their understanding of what electricity is and how to measure it. They will also be conducting their own investigations involving electrical circuits.

## RE

## GEOGRAPHY

In geography, the children will be learning about polar regions. After initially being introduced to Antarctica through the story of Shackleton's Journey, they will revise the different biomes, recognising the significance of the lines of latitude and will consider how time zones vary within these polar regions. The children will explore how people survive in these harsh conditions including The Nenets (Siberian Arctic Civilisation) and scientists working in Antarctica.

## HISTORY

## ART

In art, the children will begin by discovering the work of William Morris and learning about his use of printing and wooden printing blocks to create designs, especially of tapestries and wallpapers. The children will then use the cover of Shackleton's Journey, by William Grill, as inspiration for a group piece of artwork. They will each design their own multi-layered printing block and use this to create a circular, patterned piece of art. Finally, they will evaluate their artwork, and that of their peers, considering what improvements they could have made.

## DT

## MUSIC

**Music and Me** is part of the series of units focusing on inspirational women. Throughout this series, the children will explore the concept of 'identity' – the various elements that shape us. This unit will start with gender, with reference to social and cultural differences. The children will try out different ways of making their own music and writing their own Rap, while exploring the work of some of the most influential women in music over the last 100 years. This will include four British female contemporary artists all living in the UK, expressing themselves through music and with different cultural backgrounds.

## FRENCH

In French this half term, children will build on previous terms work to: learn the role of the verb in a sentence; find the meanings of verbs in a bilingual dictionary and be able to change an infinitive to the ending for 3<sup>rd</sup> person singular. They will use their newly learnt skills to make a flap book called 'Guess the animal'. On each page they will write that an animal lives in a habitat and describe its actions using verbs. —C'est un animal qui habite...

## COMPUTING

### Privacy and Security

Children will learn effective strategies for managing passwords and build strategies for identifying ways in which online content targets people, e.g. scams, phishing.

### Data handling

Children will understand how data is collected. They will then create and publish their own online questionnaire and analyse results. They will learn how to input data into a spreadsheet and export this data in a variety of ways, e.g. charts and use spreadsheet formula.

## PE

**Dance:** Work together collaboratively to explore and develop dance ideas., leading to creating and performing a group dance.

**Athletics :** The children will develop their existing running, jumping and throwing skills as well as learn new ones. They will run for speed and endurance. They will aim to achieve their personal best in the standing long jump, triple jump and vertical jump and will be involved in setting up various jumping activities. The children will be given opportunities to take part in individual, paired and group activities and games.

## PSHE

**Belonging to a Community:** Valuing diversity; challenging discrimination and stereo types.

**Media Literacy and Digital Resilience:** Evaluating media sources; sharing things online.

**Money and Work:** Influences and attitudes to money; money and financial risks.