



How does the resilience of Antarctic explorers inspire us today?

Why This? Why Now?

This topic builds on the previous learning of significant people and how they have contributed to life today. The children previously studied Florence Nightingale and the positive impact she had; this topic will further encourage their core values and understanding of significant historical events which were made possible through hard work and determination.

This area of research helps to embed the children's understanding of Normanby Primary's STAR Values:

- Self-belief and determination
- Teamwork and kindness
- Achievement and success
- Respect

English -National Curriculum / Skills	OVERVIEW
<p>Sentence structure and text structure:</p> <ul style="list-style-type: none"> • Use subordination (when, if, but, because) • Correct use of tense (past & present) <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing for different purposes 	<p>To write a non-chronological report about Antarctic Explorers</p> <p>Research and present findings about the skills Antarctic Explorers need to complete their journey such as: sailing, climbing, navigating etc.</p> <p>Write a biography about Ernest Shackleton</p> <p>Write a descriptive narrative about an Antarctic setting</p> <p>Create a diary entry in the role of Sophie Scott</p>

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear

Make an information leaflet about why it is important to look after the planet

Whole class reading:

Sophie Scott Goes South by Alison Lester

The Penguin Who Wanted to Find Out by Jill Tomlinson

Let's Save Antarctica: Why we must protect our planet by Catherine Barr

History – National Curriculum / Skills

OVERVIEW

To know where the people and events studied fit within a chronological framework. To place periods of History studied on a timeline

To develop an awareness of the passing time (using common words relating to the passing of time)

To identify different ways artefacts can represent the past

Children make comparisons between significant figures in the past, such as: Ernest Shackleton, Roald Adamson, Sir Ranolph Fiennes, Sir James Clark Ross.

Research Shackleton's journey to the Antarctic and how he adapted his plan accordingly.

Researching life as an Antarctic explorer

Identify the kit needed for an expedition

Compare and contrast to a modern day explorer such as Mae Jemison

To use a wide range of vocabulary of everyday historical terms. Can use words such as before, after, past, present, then and now	
Science	OVERVIEW
Living Things Describe how different plants and animals are suited to different habitats Name different plants and animals Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships	Children create a non-chronological report about animals living in Antarctica and how they adapt to suit their environment, comparing them to animals that live in other climates
Geography	OVERVIEW
Name and locate the seven continents and the five oceans. Use simple compass directions (North, South, East and West) and location and directional language to describe the features on a map.	Label the seven continents and five oceans on a world map Plot Antarctic explorer's journeys with reference to compass directions (North, East, South, West)
PSHE – National Curriculum / Skills	OVERVIEW
Mental wellbeing: different emotions and why that is important Feelings and attitudes: good and bad changes and why that can worry us	Children explore the emotions felt by explorers on their journeys

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
What is resilience? What is determination?	Meet a real life explorer living in Svalbard! Hartlepool Marina – HMS Trincomalee	Sophie Scott Goes South by Alison Lester

Why must we protect our planet?
How does working as a team change outcomes?

STAR values
Self-belief and determination
Teamwork and kindness
Achievement and success
Respect

The Penguin Who Wanted to Find Out by Jill Tomlinson

Let's Save Antarctica: Why we must protect our planet by Catherine Barr

Supporting Your Child at Home

<https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jetters-continent-of-antarctica/zj9c382>

https://school-learningzone.co.uk/key_stage_one/ks1_history/south_pole_explorers/south_pole_explorers.html