

What I am learning this term
Key Skills



Subject	I can.....	Where can you find it?
Maths	<ol style="list-style-type: none"> 1. Draw circles with increasing accuracy 2. Solve a given problem 	Topic Cover? Equipment maths - 'if X amount of men needed kit, how much kit would they require?'
English	<ol style="list-style-type: none"> 1. Research a given topic 2. Plan and write an information text 3. Ask appropriate questions 4. Write in a formal style 5. Perform our own compositions 6. Write in role 	<ol style="list-style-type: none"> 1. Antarctica Information Text 2. Shackleton Interview 3. Letter of Application to Shackleton's crew 4. Ice Poetry
Science	<ol style="list-style-type: none"> 1. Identify the major organs of the human body and their functions 2. Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting). 3. Locate and describe the functions of the musculoskeletal system 4. Identify the effects of extreme temperatures on the extremities 5. Explain Scurvy and the effect it has on the body 	<ol style="list-style-type: none"> 1. Human Body Corp. 2. Unpick how the heart functions - drama 3. Tour Guide of the circulatory system 4. Pulse rate investigation 5. Clotting 6. Look at frostbite, dehydration & scurvy
What is the investigation?	<ol style="list-style-type: none"> 1. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. 	<ol style="list-style-type: none"> 1. Pulse rate investigation
Computing	<ol style="list-style-type: none"> 1. Choose the most suitable applications and devices for the purposes of communication 	<ol style="list-style-type: none"> 1. Research 2. Book Trailers (Movie Maker)
Geography	<ol style="list-style-type: none"> 1. Describe how locations around the world are changing and explain some of the reasons for change. 2. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) Name and locate some of the countries and cities of the world and their identifying human and physical features. 3. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 4. Collect and analyse statistics and other information in order to draw clear conclusions about locations. 5. Identify and describe how the physical features affect the human activity within a location. Understand some of the reasons for geographical similarities and differences between countries 6. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 7. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. 	<ol style="list-style-type: none"> 1. Origins of Antarctica from Pangea 2. Map of Antarctica & Description 3. Descriptions linked with landscape work in Art Information Text - Antarctica 4. Temperature Graphs 5. Compare Antarctica with Hastings 6. Shackleton's Route Map 7. Looking at settlements on Antarctica, Antarctic Treaty and Tourism.
DT	<ol style="list-style-type: none"> 1. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). 	<ol style="list-style-type: none"> 1. Foam igloos
Art	<ol style="list-style-type: none"> 1. Develop and imaginatively extend ideas from starting points throughout the curriculum. 2. Collect information, sketches and resources and present ideas imaginatively in a sketch book. 3. Use the qualities of materials to enhance ideas. 4. Create a colour palette based upon colours 	<ol style="list-style-type: none"> 1. Topic Cover - Circles (Maths link) Artists work on Antarctica - create own art work depicting landscapes 2. 3D Art - ice field Sketches of items and objects from the time 3. Sketches from the text - own versions 4. Pencil sketches of equipment Shackleton would have taken 5. Sketching the people in different mediums

History	<ol style="list-style-type: none"> 1. Order events chronologically 2. Use sources of evidence to deduce information about the past. 3. Select suitable sources of evidence, giving reasons for choices. 4. Compare some of the times studied with those of the other areas of interest around the world. 5. Analyse sources 	<ol style="list-style-type: none"> 1. Time line (Shackleton's Journey & History of Polar Expeditions) 2. Comparing newspaper articles from the time about the journey 3. Job Advert 4. Comparison of survival equipment used on Antarctic adventures in 1912 and 2015 Comparison of Polar exploration (Bear Grylls) 5. Look at photographs of the Endurance and the crew, what can we learn from them?
Community	<p>Guest Speaker in role as Shackleton</p> <p>Working as a team to solve a problem</p>	<p>Guest Speaker</p> <p>Team building games</p>
Knowledge of the World	<p>Covered in Geography</p> <p>Different types of dogs - why they were selected</p>	
SEAL		<ol style="list-style-type: none"> 1. Work well in a group 2. Participate in discussions around what makes a good leader. 3. Being part of a team / collaboration with others. 4. Reconciling conflict within a group. 5. Human needs and wants
Aspiration	<p>Exploring</p> <p><i>"No man fails who sets an example of high courage, unbroken resolution, of unshrinking endurance"</i></p> <p>Roald Amundsen</p>	<ol style="list-style-type: none"> 1. Letter of Application for the expedition
British Values	<ul style="list-style-type: none"> • <i>Tolerance</i> - working together in a crew • <i>Tolerance</i> - team work in the face of adversity • <i>Individual Liberty</i> - people applied to go, it was their choice • <i>Individual Liberty</i> - Shackleton's vision • <i>Rule of Law</i> - application process / CV • <i>Rule of Law</i> - command structure • <i>Rule of Law</i> - post incident investigation, who was to blame? • <i>Democracy</i> - discussions about what to do when the Endurance was stuck • <i>Democracy</i> - interviewing crew • <i>Mutual Respect</i> - interactions between crew • <i>Mutual Respect</i> - belief in Shackleton's vision 	

Homework Ideas

1. Research opportunities - Antarctica (Top 5 amazing Facts), Shackleton and the Journey
2. Home Learning Project