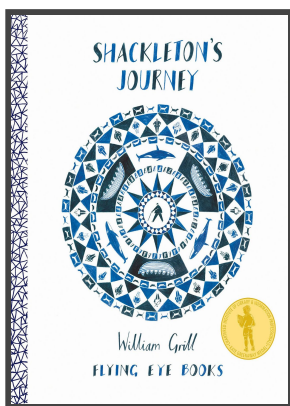


Year 5



Ice Trap

Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 2	Ice Trap	Ice Trap by Meridith Cooper	History/Geography	Determination and survival

History and Geography objectives coverage

Key Question	Ancillary Questions and content focus	History / Geography Objectives	Learning outcome, taken from skills progression document
How do you survive travelling to Antarctica?	Where is Antarctica? Is Antarctica a continent? Who was Shackleton? What are the human and physical characteristics in Antarctica? What skills would people need to support Shackleton on his expedition? What are the primary and secondary historical sources that provide evidence of the expedition?	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night What is a glacier History: a significant turning point in British history	To make reasoned judgements about Antarctica To explain who Earnest Shackleton is Reach informed conclusions about the harsh environment Justify the selection of jobs on board Endurance Critique historical evidence of the expedition

English coverage

Text types	Key skills
Poetry - whole class environmental poetry (Thrive activity) - 1 week	Expanded noun phrases, rhyming couplets, syllable structures of lines 5, 7, 5, collaborative learning
Persuasive formal letters - application for a job - 2 weeks	Empathising with characters, formal writing, letter structure, persuasive language, writing for purpose
Diary entries (Tale of fear) - Shackleton and his crew - 3 weeks	Style for purpose and audience, informal writing, emotional literacy (thoughts and feelings), writing for effect (fear / hope), cohesion for effect.

Science coverage

Topic	Key Question	Ancillary Questions	Objectives
Materials	How do you classify a solid, liquid and gas?	Can you explain how ice changes state? Can you summarize what a thermal insulator is? What materials are the best thermal	<ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

		<p>insulators?</p> <p>Which variables affect how fast things dissolve?</p> <p>How can we separate a mixture of various materials?</p> <p>Summarize the difference between physical and chemical changes.</p>	<ul style="list-style-type: none"> - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments
	Working scientifically	<ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments 	
	Living Things and Their Habitats	<ul style="list-style-type: none"> - describe the differences in the life cycles of a mammal, amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals 	

PSHE coverage

<u>Topic</u>	<u>Key Question</u>
Identity, society and equality Stereotypes, discrimination and prejudice	Do all boys like trains? What is gender diversity? How do you define discrimination (racism, sexism, disablism, homophobia?)

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Other subject coverage

<u>Subject</u>	<u>Topic</u>	<u>Key Question</u>
Art and / or DT	Collage Make an insulation	How can we create the texture and colour of the landscape in Antarctica
RE	Christianity	How significant is it that God intended Jesus to die?
Computing		
PE	Striking and Fielding skills	How do we differentiate scoring and defending?