

Year 6 Autumn 1 Frozen Kingdom



Curriculum Driver: History & Geography

Create Explore Discover

Year 6

Autumn 1 – Frozen Kingdom



Key Curriculum Driver: History

Other Curriculum Areas: Art, Geography, Science

Rationale: Frozen Kingdom will give children an in-depth insight into physical geography and the opportunities to explore the characteristics of a location. The children will use geographical skills and vocabulary to compare the similarities and differences of countries and climates around the world.

By the end of this topic, most children will:

- Gain excellent knowledge and understanding of a variety of geographical locations and climates across the world.
- An understanding about the effects of climate change and how we as a human race have significant impact on our planet.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed and appropriate evidence.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for geography and an enthusiastic engagement in learning, which develops their sense of curiosity about the world
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of topics.
- Develop an understanding about habitats and how animals adapt to their environments for survival.

Children's knowledge will be shown by:

Extended Writing:

Balanced arguments.

Biographies/autobiographies

Diary entries

Purposeful Outcome – Added by class teachers after completing topic web.

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Autumn 1 –In the Frozen Kingdom



Subject	Objective
Geography	<ul style="list-style-type: none">• Collect and analyse statistics and other information in order to draw clear conclusions about locations.• Identify and describe how the physical features affect the human activity within a location.• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.• Understand some of the reasons for geographical similarities and differences between countries.• Describe how locations around the world are changing and explain some of the reasons for change.• Describe and understand key aspects of:• physical geography, including: climate zones, mountains, earthquakes
History	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history.

Create Explore Discover

Topic Overview

Topic Hook

Ice Sculpture – book in a workshop where the children can observe/participate in sculpting ice.

In the Frozen Kingdom

Curriculum Driver: History

Topic Outcome

Children will have gained extensive historical knowledge surrounding the sinking of the Titanic and Shackleton's journey, communicating findings in a variety of ways.

Coverage (Main Focus)

List activities

- Applying for a place on Shackleton's Polar Expedition (followed by job interview).
- Writing a diary entry about experiences during expedition.
- Balanced argument – Titanic. Who was really at fault for the sinking (conscience alley).
- Design menus for the 1st and 3rd class passengers on The Titanic.
- Designing and making their own replica version of the Titanic out of recycled materials.
- Creating a Climate Change campaign? Where are we now? What changes can we make as the next generation of adults?
- Investigating the geological features of the Arctic/Antarctica - looking at maps and tracking the journey taken by explorers.

Free Writing Stimulus

Recount from if you were on board the Titanic – arrival, boarding, journey, emergency.

Extended Writing Genres and Activities

Balanced Argument – Who was at fault for the sinking of the Titanic.

Diary entry – recounting experiences whilst on Shackleton's expedition/the night the Titanic sank.

Writing a letter of application to become part of Shackleton's crew.

Recount from participating in an expedition.

Trips and Experiences

Ice sculpting.

Science Hook Lessons from Shackleton's Activity Book.

Now Press Play Activity.

Other subject Coverage

List activities

Geography – tracking journeys using Atlases.

DT – making our models of the Titanic from recycled materials

Music – investigating the kinds of music played during the sinking of the Titanic.

Art – designing their own polar expedition outfits.

Linked Texts

