



Topic Name: I'm an explorer. Get me out of here!!!

Term: Spring 2018

Teacher / Year: 5/6 SA RT MT TB

Topic Overview – Key areas of learning

Term 1:

Design and Technology: Survival skills/Resourcefulness/structures - Forest Schools (KG) SA/RT Monday and Wednesday am; MT Monday pm; TB Monday pm Spring 2
Computing: imovie (TB)
PSHE: Hippo Time
Science: Forces and motion (RT) **Living Things and their Habitats (MT)**
History: Famous Explorers (SA and RT)

Term 2:

Geography: Extreme earth – volcanoes, tsunamis, earthquakes (TB)
Art: Hokusai: The Wave – Exploring different media (MT)
Computing: Minecraft (TB)
PSHE: Remember the Beach Ball
Science: Earth and Space (SA) **Electricity (MT)**

Wow Factor

Visit to The Wrekin: Be an explorer in an extreme environment!

Forest Schools: Key skills (knots, sawing, measuring. Work together as a team to survive in an extreme environment

Red Cross to visit?

**Literacy Text:
The Explorer
By
Katherine Mundell**

Literacy and Numeracy across the curriculum

Geography:

Explanation of the water cycle
Setting descriptions to show extreme climates from around the world
Explanation of natural disasters
Recount: In the role of someone who has experienced a natural disaster

PSHE:

Persuasion – why should we help those affected by natural disasters?
Extend to creating a TV advert using imovie (computing link)
Non-chronological report- climate change. Include the effect and carbon footprint

History:

Characterisation - What makes an explorer?
Sea monster description linked to beliefs in 15th century
Narrative – Bear Grylls adventure
Newspaper report – Bear Grylls adventure that has gone wrong!

Science

Measuring in science/design and technology

Geography

Data handling- climate data

Key Drivers

SMSC – Living in Modern Britain

Personal and social well being

- Developing the role of leadership when working in groups (Forest Schools)
- Developing the role of being an active team member (Forest Schools)
- Empathy – life as someone who has experienced a natural disaster. Empathy for those who live in poverty and areas of the world who do not have enough water
- Developing life skills in surviving in extreme environments (Forest Schools)
- Developing problem solving skills in Forest School

Communities and knowledge of the world

- Awareness of extreme environment conditions throughout the world
- Look for similarities and differences between the different environments eg desert, rainforest and the Arctic and compare to Britain's environment.
- Knowledge and understanding of natural disasters throughout the world and how they occur (linked to climate)
- Understanding beliefs of a historical society