








Autumn 2: Where are we in place and time?		
Driver: Geography		
Outcome: How have humans explored?		
Core Text: Shackleton's Journey Keep on- The story of Mathew Henson	Writing Genres: Non-fiction reports Non-fiction instructions	
Key Vocabulary	Ernest Shackleton, expedition, circumnavigate Antarctica, Arctic, Inuit, digestive system, incisor, canine, molar, podcast, audio editing	
Subjects:	Learning Objectives:	Activities
Science: 	I can identify the different types of teeth in humans and their simple functions I can describe the simple functions of the basic parts of the digestive system in humans. I can construct and interpret a variety of food chains, identifying producers, predators and prey."	Identify parts of a tooth (draw teeth and label)- art link Create poo to explore digestive system Classify herbivores, omnivores and carnivores- which of these would Shackleton and his crew have been during their expedition based on limited supplies? Look at different food chains Identify predators and prey in the Antarctica or Arctic
Geography: 	Ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? Explore features on OS maps beginning to use 4- figure grid references Measure straight line distances using the appropriate scale Draw accurate maps with more complex keys	VR headsets- explore Antarctica Use fieldwork skills to begin looking at mapping and apply this learning to our local environment, aiming to design our own maps. Create a map of Shackleton's route
History 	Place some historical periods in a chronological framework Ask and answer historical questions Evaluate the usefulness of a variety of sources with support Understand that sources can contradict each other Communicate his/her learning in an organised and structured way, using appropriate terminology Provide an account of a historical event based on more than one source Note connections, contrasts and trends over time and show developing appropriate use of historical terms	Place events of Shackleton's expedition on a timeline Visit James Caird and learn more about the expedition Write a recount using more than one source (information gained on visit to the James Caird, secondary sources etc.)
DI 	Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active Understand seasonality and the advantages of eating seasonal and locally produced food Read and follow recipes which involve several processes, skills and techniques	Understand the nutritional value of Shackleton's foods and the impact this would have had Understand seasonal food Explore what foods were eaten by our ancestors
Art 	Draws familiar objects with correct proportions	Draw teeth using proportion (familiar object)
Computing 	Creating media- Audio editing	Design an informative podcast recording of non-fiction reports on Shackleton's exhibition
PSHE: 	Health and Prevention- sleep, dental health	Impact on your teeth and digestive system Would Shackleton and his crew have received sufficient sleep or had good dental health in order to be healthy? Design a leaflet about the features of good oral hygiene. Shackleton and his crew drank a lot of alcohol whilst stranded, what impact could this have had?
Action/Exhibition: Exhibition: Podcast on Ernest Shackleton and his exhibition		
Trip ideas:		James Caird at Dulwich College Museum of Docklands to visit boats
To be taught in a block and evidenced through floor books		☸☸☸ RE: Islam: Teachings and Action: What are the 5 pillars of ☸☸☸ Islam?