

<p>Overall outcome Plan an expedition to Antarctica 100 years ago</p>	<p>Texts Captain Scott's Diary Captain Scott: Journey to the South Pole Solo Scott's Last Expedition The Worst Journey in the World Tom Crean's Rabbit</p>	<p>Key subjects History, Science, English, PSHE, RE , Art, Geography</p>
<p>Narrative hook People: Explorers Place: The Discovery Problem: Should we sail to familiar or unfamiliar places? Possibilities: We could visit somewhere we know and like, or investigate somewhere new and possibly dangerous or unpleasant</p>	<p>Vocabulary Antarctica, Arctic, polar, continent, glacier, crevasse, sastrugi, sea ice, perseverance, endurance, belief, ambition, responsibility, species, conserve, global warming</p>	<p>Transformative and/or diverse individuals Felicity Aston, Matthew Henson, Kate Philp, Wendy Searle, WiPS, changing role of women in Antarctic exploration</p>
<p>Class 2 Term 3 2022 Year focus: why do humans seek challenge and change? Term focus: Why do people explore unknown places?</p>		

<p>Content: What will we learn?</p>	<p>Creativity: How will we show we understand in multiple ways?</p>	<p>Coherence: How does this link to other year groups and subjects?</p>	<p>Compassion: What opportunities are there to show compassion for the environment and each other?</p>	<p>Community: Where are the links to local expertise and resources? Visits and visitors</p>
<p>Scott's 1901 and 1910 expeditions to Antarctica—key events, evidence from diaries, photographs, films Attempts on the South Pole Life in an Antarctic hut Equipment used—what and why Collecting Emperor Penguin eggs and other scientific work</p> <p>Antarctic animals—how they adapt to habitat, food chains Emperor Penguin focus (non-chronological reports)</p> <p>How we can look after the environment</p> <p>How Antarctica is a polar biome</p>	<p>Poetry—polar animal poems</p> <p>Music— listen to Antarctica by Vangelis, create own Antarctica music</p> <p>Art— The South Pole, with Amundsen's flag, Edward Wilson</p>	<p>Year 1—how life has changed in living memory (our own living memory, 1990s), naming different animals and identifying survival needs, Sir Peter Scott</p> <p>Year 2—women who changed the world, Ellen MacArthur (explorers)</p> <p>Year 3—Victorians, World War 2, fossils</p> <p>Year 4—classification of animals and food chains, exploring the rainforest</p> <p>Year 5—life cycles</p> <p>Year 6—classification of animals, debate on preserving the past</p>	<p>Antarctic Treaty and how we look after a shared continent</p> <p>Antarctic implications for global warming, effect on penguin population</p> <p>How Antarctic explorers work as a team to protect each other</p>	<p>Cotswold Wildlife Park—penguin habitats compared with other habitats</p>