

# Rose Wood Academy: Enquiry Driven Learning Overview

## Prior Learning (direct pathway)

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).

Describe and understand key aspects of physical geography

## Prior Learning (indirect pathway)

Significance (of events/people): Polar exploration, scientific discovery, navigational advancements

PSHE: Feelings, emotions, consequences of actions, the morality of choices

*A detailed study with both a historical and geographical focus of Ernest Shackleton with particular attention being paid to the 'Endurance' expedition.*

*The historical aspect will consider what the world was like in 1914 and the reasons for expeditions at the time. Children will immerse themselves into the focus book and will write as if they were a character throughout their time of study.*

*The geographical aspect will allow children to recall previous geographical language used and introduce them to more specific language which would have been needed at the time. They will consider the impact of travelling via specific parts of the world and ink this knowledge to the language and so learning about the important and effects of latitude, longitude and equator, amongst others.*

## Content on Direct Pathway

*Children will slowly read the book 'Shackleton's Journey' and will start by discussing the emotions of the crew and how they go from being excited and determined to fearing for their lives. They will research the journey taken by Endurance looking at the latitude and longitude of each country and how their position affects the climate. They will also look at the year 1914 and key events which were happening at the time. They will consider the impact of these on ocean travel and exploration. The children will look at individual crew members and their roles and responsibilities and take on one character of their choosing for the entirety of the topic.*

*To explore dynamic vocabulary by using a thesaurus to explore word choices.*

*To write in the style of an Ant Middleton book prologue to write a section of a recount in which a character was torn between giving up or carrying on with his Antarctic journey.*

*To write a motivational speech as Shackleton when trying to persuade the crew not to give up.*

## Enquiry Question

Was it worth the risk?

## Enquiry Outcomes

A class debate about whether it was 'worth the risk'. This will be linked back to the PBL – Does war steal childhood? And whether each country did the right thing for them – was it worth their risk? Was it worth Hitler doing what he did for what he believed in? We will also link to KS2 SATs and discuss the risk of trying or not.

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<b><u>Year Group:</u> 6</b>	<b><u>Term:</u> Spring 1</b>
<b>Title:</b> Was it worth the risk?	<b>Key Focus :</b> Geography
<b>Project Enhancements:</b>  <i>The children will read the introduction of the book to set the scene and be introduced to the crew members. Upon realising that this is a non-fiction book, each child will choose a crew member and then research their life so that they can fully immerse themselves with that character. Each piece of writing etc that they do will be from the perspective of that character.</i>	
<b><u>How can you help?</u></b>  <b><u>Reading</u></b> At home, please could you continue to listen to your child read a minimum of three times a week and continue to revise.  <b><u>Spelling</u></b> We will post the weekly phoneme which the children will be learning in their spelling lessons on Class Dojo on a Friday so that you can support with this learning at home should you wish to. When reading with your child, see if you can spot any of the graphemes together in their reading books.  <b><u>Maths</u></b> We would like you to help your child to learn to tell the time and learn their tables.  <b><u>Topic</u></b> <i>You could also-</i> <ul style="list-style-type: none"><li>• <i>Research other explorers such as Captain Cook and Christopher Columbus</i></li><li>• <i>Make a model of a ship that could sail on an Antarctic expedition</i></li><li>• <i>Plan your own expedition – if you could travel anywhere, where would you go and which way?</i></li><li>• <i>Research the difference between the Arctic and the Antartctic</i></li></ul>	

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### **Spiritual**

Discovering new frontiers develops the mind and the soul, there was a belief that this was all god's country, and there was wonder to be found. The belief in God was also providing greater courage as they felt protected and feared death less due to a belief in the afterlife. We will discuss whether a belief in God was enough.

### **Social**

The social class was very different to today. The explorers were generally well-educated and wealthy men. Why were these men exploring and going on an adventure when other men were either fighting in WW1 or working in tough conditions in Mills, Mines etc.

### **Be kind and REAP the rewards**

The explorers did it for a sense of Achievement and to feel Pride. But did they always show Respect and Empathy with the decisions they made. Discuss where this was and was not the case?

### **Moral**

There is the obvious 'Was it worth the risk?'

They shot all their dogs when they didn't need them anymore. Was this acceptable?

### **Cultural**

Linked to the risk factor, consider exploration and the will of these educated men to take risks which was part of the culture at the time. How does that differ from today?

Linked to the shooting of the dogs, does the culture at the time make the shooting of the dogs acceptable?

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## Music

Charanga – A New Year Carol

## Art

Taking inspiration from Bob Ross, we will create a mountain scene using oil paint

## DT

Research Arctic ships/boats then create a floating 'boat' using play dough and other given materials

## Computing

E Safety: Why is social media free? Fake news in real life

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Subject Specific Vocabulary		Key Knowledge
Word	Definition	
<b>expedition</b>	A journey taken by a group of people with a purpose	<ul style="list-style-type: none"> <li>o To know what else was happening around the world in 1914 (WW1) and why some chose to explore rather than fight</li> </ul>
<b>glacier</b>	A huge mass of ice and snow, often moving slowly down from a mountain	<ul style="list-style-type: none"> <li>o To know who Earnest Shackleton was and why he is a significant figure in history</li> </ul>
<b>South Pole</b>	The most southerly point on Earth	<ul style="list-style-type: none"> <li>o To understand about the most southerly continent: Antarctica. To know about its physical features, native animals, climate and the reasons for it because of location, time zones and how these to relate to other places studied. To also study the biome of the continent and its topography.</li> </ul>
<b>Antarctica</b>	The most southerly continent on Earth, covered in snow and ice	<ul style="list-style-type: none"> <li>o To consider the route taken by Shackleton and its significance. When studying this, to learn about latitude, longitude, the Topics of Capricorn and Cancer, the Equator, the hemispheres and compass points.</li> </ul>
<b>ocean</b>	A large expanse of sea; a body of salt water	<ul style="list-style-type: none"> <li>o To consider the impact that advancements in polar exploration have had on the success of explorers: clothing, food, ice-breaking ships and navigation, To consider cause and effect when studying each aspect</li> </ul>
<b>blizzard</b>	A heavy snowstorm	
<b>compass</b>	A magnetic instrument showing North, used in navigation	<ul style="list-style-type: none"> <li>o To study other famous explorers and considers links with prior learning: The Space Race, Captain Cook, Christopher Columbus</li> <li>o To consider whether there is anywhere left to explore and whether we should?</li> </ul>
<b>gale</b>	A very strong wind	
<b>precipice</b>	A cliff with a vertical face	