



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



Was it worth the risk?

Year 6 Spring 1

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group:	Was it worth the risk?	Term: Spring 1
<p>Context:</p> <p>In this enquiry, children will extend their knowledge of British history to explore the life of Ernest Shackleton and, in particular, his expedition to Antarctica captaining Endurance. Children will be able to draw upon their knowledge of WW2 to make comparisons with technology in 1914 to gain perspective on the type of ship used and what technology would have been available to complete the expedition. Children will sequence the key events of the expedition and what made it such a significant event within the Heroic Age of Antarctic Exploration. The enquiry will explore the geographical features of Antarctica and why climate made the expedition increasingly difficult. This topic has a PSHE focus based on failure. The Endurance Expedition did not succeed; children will explore whether it is better to try and fail or to have never tried. This will be linked to SATs and aiming for their own personal best.</p>		
<p>Prior Learning (Direct Pathway)</p> <p>History – Constructing the past To understand that whilst Shackleton was exploring, WW1 was happening within the same period of time. Links with prior explorers: Captain James Cook Y2. Links with Titanic Y4 to understand that this happened in the same decade</p> <p>History – Significance of people Links to Captain James Cook Y2. Links to Y5 and the ‘Space Race’</p> <p>History – Change in and between periods Links to space travel Y5 and how this links to the Heroic Age of Antarctic Exploration. Links to Titanic Y4 and the changes in ship design dependent on purpose</p> <p>Geography – Map and atlas work Looking at the route Titanic Y4 took and then plotting and comparing this to the route taken by Shackleton</p> <p>Geography – Human Features Children to consider the fact the Antarctica is classified as a desert and link this to deserts learnt about during their Ancient Egypt topic Y3</p> <p>Geography – Diversity Why is the desert of Antarctica different to that of Egypt? Y3</p> <p>Geography – Human Processes Consider why the desert of Ancient Egypt Y3 had a human population whereas the desert of Antarctica has zero permanent population</p> <p>Geography – Physical Processes Links to Y5 learning: Humans Vs Nature and how there are volcanoes in Antarctica. Link this to Vesuvius. Would it be a disaster for a volcano to erupt on Antarctica?</p> <p>Geography – Location Identify changes in Antarctica over time and the reasons for this. Link learning to Y3 ‘Will polar bears survive if the ice caps melt?’</p>		
<p>Prior Learning (Indirect Pathway) Science – Links to Animals including Humans Y4</p>		

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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 link this knowledge to the language and so learning about the important and effects of latitude, longitude and equator, amongst others.

Enquiry Question

Was it worth the risk?

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 Outcomes

We will start with 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 believed in? We will also link to KS2 SATs and discuss the risk of trying or not. The children will form their own answer to the question using evidence from the debate.

The debate will be videoed to share with parents

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Knowledge Narrative

The Heroic Age of Antarctic Exploration is the term used to describe the period during which there was an international focus on the scientific and geographical exploration of the South Polar regions. These expeditions took place without modern technology.

One of these expeditions was led by Sir Ernest Shackleton.

Shackleton embarked on several other expeditions before leading his own, on the ship 'Endurance' in August 1914. He planned to cross Antarctica, via the South Pole, but unfortunately, Endurance became trapped in pack ice and was eventually crushed by the ice. This left Shackleton and his crew abandoned on the ice. This was a perilous journey but miraculously everyone made it home alive.

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<u>Year Group:</u> 6	<u>Term:</u> Spring 1
Title: Was it worth the risk?	Key Focus : Geography
Project Enhancements: <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>	
<u>How can you help?</u> <u>Reading</u> At home, please could you continue to listen to your child read a minimum of three times a week and continue to revise. <u>Spelling</u> 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. <u>Maths</u> We would like you to help your child to learn to tell the time and learn their tables. <u>Topic</u> You could also- <ul style="list-style-type: none">• <i>Research other explorers such as Captain Cook and Christopher Columbus</i>• <i>Make a model of a ship that could sail on an Antarctic expedition</i>• <i>Plan your own expedition – if you could travel anywhere, where would you go and which way?</i>• <i>Research the difference between the Arctic and the Antarctic</i>	

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Unit Title: Was it worth the risk?

Y6
Spring 1

End point - The aim of this unit is for pupils to:

- To be able to sequence the location of countries/regions en-route and how/why they impacted on the expedition
- Be able to explain the geographical features of Antarctica and discuss why the climate made the journey so treacherous

End of unit assessment task:

- Annotated map showing the location of Antarctica and an explanation how its position meant that an attempted journey to the South Pole was unsuccessful

Links:

Text – ‘Shackleton’s Journey’

PSHE/History links to Autumn 1 learning: Was it right for Shackleton to be exploring the polar regions at same time that many other men were fighting in World War 1?

Prior Learning:

Geography – Map and atlas work

Looking at the route Titanic Y4 took and then plotting and comparing this to the route taken by Shackleton

Geography – Human Features

Children to consider the fact the Antarctica is classified as a desert and link this to deserts learnt about during their Ancient Egypt topic Y3

Geography – Diversity

Why is the desert of Antarctica different to that of Egypt? Y3

Geography – Human Processes

Consider why the desert of Ancient Egypt Y3 had a human population whereas the desert of Antarctica has zero permanent population

Geography – Physical Processes

Links to Y5 learning: Humans Vs Nature and how there are volcanoes in Antarctica. Link this to Vesuvius. Would it be a disaster for a volcano to erupt on Antarctica?

Geography – Location

Identify changes in Antarctica over time and the reasons for this. Link learning to Y3 ‘Why is it difficult for life to survive in the polar regions?’

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Key Aspects of the Unit:	
	<p>Map and atlas work/</p> <p>Fieldwork and investigation</p>
	Location
	<p>Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.</p>
	<p>Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
	<p>Diversity: To develop a greater understanding of the diversity within our world including culture, biodiversity and economic diversity.</p>
	<p>Physical Processes: Impact of nature on the earth e.g. erosion, plate tectonics, water cycle.</p>

Key Knowledge:

- To know the biomes previously studied: tropical rainforest, desert, marine and freshwater biomes
- For children to be able to answer the following questions on the Desert biome:

- What is the biome like?
- Where is this biome found?
- What is its climate?
- Which animals live there?
- Which plants live there?

Deserts are found throughout the world, mainly in Africa and Australia. Cold deserts cover most of Antarctica. The desert is the driest biome A land is called a desert if gets less than 250mm of rain in a year. Some deserts (such as the Sahara) will get less than an inch of rainfall a year. Deserts can be hot or cold. In hot deserts it will be hot in the day and cold at night (due to the lack of foliage to keep in heat.) Cold deserts are found further from the equator, and will have few living things due to their cold. Cold deserts cover most of Antarctica. Animals that live in hot deserts have to cope with extreme temperatures and little water. Camels, gazelles, snakes, lizards and small rodents are common animals here. Camels can travel 100 miles across the desert without water. Very few people live in deserts. Desert plants have features that help them survive in the dry climate such as special roots that help them absorb what little water there is available. Cacti

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and yuccas are common desert plants. Plant will grow more abundantly around an oasis (an area with a supply of fresh water.) Due to the lack of water in deserts, soils take a long time to recover when they are damaged. This makes them very vulnerable.

- To know that both the desert in Egypt and Antarctica are desert biomes- compare and contrast
- To know where Antarctica is located on a world map
- To know the route of Shackleton's expedition
- To understand how the latitude, longitude and position in relation to the equator, all contribute to the climate and topography of Antarctica
- To know how the climate, weather conditions and locality made Shackleton's expedition so challenging

Geographical Skills:

Mapping:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world
- Use/recognise atlas symbols
- Use thematic maps for a range of purposes
- Confidently recognise a broad range of features on a range of scale maps

Vocabulary

expedition	A journey taken by a group of people with a purpose
glacier	A huge mass of ice and snow, often moving slowly down from a mountain
South Pole	The most southerly point on Earth
Antarctica	The most southerly continent on Earth, covered in snow and ice
ocean	A large expanse of sea; a body of salt water
blizzard	A heavy snowstorm
compass	A magnetic instrument showing North, used in navigation
gale	A very strong wind
precipice	A cliff with a vertical face
climate	The general weather conditions that are typical
desert	A large area of land, usually in a hot region, where there is almost no water, rain, trees or plants (vegetation)
human features	Features of land that have been impacted by human activity
topographical	The physical features of an area of land, for example its hills, valleys and rivers
Continents	A very large area of land that consists of many countries, such as Europe

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Environment	Everything around us - the natural world of land, sea, air, plants and animals
Terrain	An area of land or a type of land when you are considering its physical features
Settlement	A settlement is where people have come to live and have built their homes
Population	All the people who live in a country or area
Biomes	A natural area of vegetation and animals

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Unit Title: Was it worth the risk?

History
Y6
Autumn 2

End Points:

Change (in and between periods)

Links to discovery and space travel (Y5), exploring the unknown

Ask questions about those 'brave' enough to explore where others have not and the impact of this on others who follow

To be able to place 1914 into a timeline of what other important events were taking place at this time

Cause and effect (including key aspects such as invasion)

Was it right that Shackleton and his crew set out to explore whilst others at that time were expected to fight in WW1? Consider the cause and effect of this from both sides

Significance

Ernest Shackleton as a significant figure

Consider that this is a significant event because all men survived even though there was no way to contact the outside world at this time.

Consider the significance of travel at a time when technology was much less advanced

End of unit Assessment:

Children will debate whether it was worth the risk for Shackleton and his crew to embark on the expedition.

- Is it better to try and fail than to not try at all?
- Was it right to explore Antarctica whilst Britain was fighting in World War One?
- Was Ernest Shackleton's plan too ambitious and were the crew lucky to survive?

Links:

Text – 'Shackleton's Journey' by William Grill

History – Titanic (Y4); Space Travel (Y5), Captain James Cook (Y2)

Prior Learning:

- Children can link learning about the Titanic and World War Two to expand on their understanding of life in the early Twentieth Century

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- To make links with the history of space travel

Key Aspects of the Unit:

Skills:



Knowledge:



Concepts (end points):



Key Historical Knowledge:

- To know about the Historic Age of Antarctic Exploration.
- Children will understand that many explorers were trying to be the first to reach the South Pole and explore Antarctica.
- To know that ships were built a lot differently in 1914.
- To understand how much easier and quicker it is to navigate now, due to the development of technology.

Historical Skills:

Sources of evidence

- Pupil know that sources of evidence can be used to help us investigate questions that we have from the past and understand that historians find out about the past by studying artefacts and piecing together the clues that they leave to create a more complete picture.

Sequencing the past

- Pupils will use secondary sources to develop a brief understanding of the history of trade

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Spiritual

Discuss whether having faith in a god/religion would have helped to keep up morale. Would believing in a higher god give the men more hope?

Social

We will learn about how Shackleton encouraged the men to take part in merriment as he believed that this would bond them together and create a positive environment. Was this the right thing to do?

Be kind and REAP the rewards

Shackleton valued hard work and loyalty above all else yet he didn't expect this automatically. He intentionally fostered it. The teams wellbeing was his top priority, higher than his mission. He knew that without their team, they would never reach their goal.

Moral

Was it right to shoot the dogs? Was it done out of necessity or were the crew being selfish not to share their food and space? Shackleton made difficult decisions throughout and would have been unpopular for doing so. Does this matter if the decisions were in their best interests?

Cultural

Shackleton got to know each team member personally and understood their strengths and their style. Was it important to know their background, culture and beliefs and why would this be?

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British Values through EDC

Democracy	Shackleton consulted his crew before any major decisions, rather than dictating plans to them.
The Rule of Law	A worldwide passport was introduced after World War One by the League of Nations to ensure safe passage into different countries. How would life be different without a passport?
Individual Liberty	The expedition took place during World War One so the crew members did not fight in the war. Was it right for them to have this opportunity?
Mutual Respect	During the expedition, crew members supported each other, regardless of job or status.
Tolerance of those of different faith and beliefs	James Cook was horrible to Hawaiian natives because they were different. Was that fair?