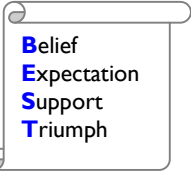




The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH

Do your BEST, Be our BEST



Long Term Planning Overview 2025

Year: 6 Term: 3 and 4 Teacher: Sarah Bell/Helen Fitzgerald Topic title: Shackleton’s Journey

MAIN DRIVER: Science	TOPIC DESCRIPTION: Through this topic children will apply their geographical knowledge from their topic on South America as they travel around the world with Michael in Kensuke’s Kingdom and as they learn about Shackleton’s amazing journey to Antarctica. They will learn all about animals that live in our world and how they adapt to their habitats. Year six will investigate a range of scientific questions including how to melt ice quickly as well as considering how to survive in the world’s coldest continent. The unit will offer excellent purpose for writing a persuasive speech and an informative fact file about the Antarctica. Children will make comparison’s about continents they have learned about the in the past and will make a direct comparison with the Arctic Circle. They will learn about weather and make comparisons with the UK, develop a range of geographical vocabulary, including making their own maps which will include information about the key topographical features. They will consider how Antarctica and other places in the world have changed over time.
SUBJECT Geography NC	NATIONAL CURRICULUM/Framework OBJECTIVES Review Prior learning: Locational knowledge - name and locate the world’s seven continents and five oceans -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -revisit comparison work with South America and Italy Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Locational knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Geographical skills and fieldwork -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 their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies -Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Antarctica describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

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Science NC	<p>Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>(Link with shadow puppets art unit.)</p> <p>Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram
DT NC	<p>Bridges -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
Art NC	Art – Shadow Puppets
PE NC	<p>Tennis Ball skills – throwing & catching through basketball & netball games</p> <p>Gymnastics /Dance Short-Golf</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>
RE Agreed syllabus	Life Journey Christianity
PSHE One decision	<p>Term 3: Water Safety Alcohol</p> <p>Term 4: Conception Stealing</p>
Computing NC	<p>*Email: Send and receive emails, create a new email, reply, reply to all and forward emails</p> <p>*Organise emails: delete & forward emails</p> <p>*Add attachments</p> <p>*Coding</p>
Music NC	<p>Music – Growth</p> <p>Music Express Unit</p>

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MFL NC	Term 3	Term 4	
	Tell me when Months (Pack 3) Birthdays (Pack 4) What's the date (Pack 5) Yesterday, today, tomorrow (Pack 6) People around me Meet my family (Pack 1) Have you got any pets (Pack 2) Alphabet (Pack 3) How do you spell (Pack 5) Let's recap (Pack 6)	All about school What's in the classroom? (Pack 1) What's in your pencil case (Pack 2) School subjects (Pack 3) PE lesson (Pack 4) Around our school (Pack 5) What do you like to do? (Pack 6) Time to eat The greedy mouse (Pack 1) Please may I have (Pack 2) Preferences (Pack 3)	
OTHER ASPECTS	ADDITONAL INFORMATION		
Writing Genres	Narrative Writing – The Arrival (focus on using dialogue) Speech writing – Shackleton Fact File (Non-chronological report) – Shackleton		
Mathematical links	Measuring linked to bridges DT project Time, measure & recording data linked to Science experiments		
Quality Texts	Kensuke's Kingdom Shackleton's Journey Ernest Shackleton Life on the Ice		
Key experiences	Bridge building Science experience days Antarctica art day Residential		
Discrete Subjects	PSHE, PE, RE, Computing, MFL		
Linked Subjects	Science, Geography, Art & English		