

**As writers, we will be writing about:**

- Dialogue - Scott and Shackleton on Discovery.
- Third Person Narrative – Oates in the ice.
- Diary Writing – The Push to the Pole. (Landing in Antarctica, One Ton Depot, Christmas Day,
- Informal letters – Scott’s goodbye letter.
- Non-fiction – Non-chronological report on an Antarctic animal.
- Formal letters – Dear Mattel (How Barbie can become more inclusive)



Year 6 – The Race to the Pole  
(History Unit – Medium Term Plan)

**As geographers we will be:**

- How being at the extreme south of the planet effects length of day and season.
- Six-figure grid references.
- Understanding what is meant by latitude and longitude applied to Scott’s journey.
- Completing a fieldwork exercise, where we focus on location, place and scale of a potential restaurant in the local town.

**As scientists, we will be learning about:**  
Evolution and Inheritance:

- Recognise that living things have changed over time and that fossils can give us lots of information about the past.
- Identify how animals and plants are adapted to suit their environment and this may lead to evolution.

**As historians we will be:**

- Learning about the contrasting backgrounds of Scott and Shackleton.
- Understanding the role that the class structure played in early 1900s Britain.
- Discovering the role exploration played in patriotic feeling in comparison to the past.
- Discovering how Scott and Shackleton’s legacies have changed over time.
- How history is constantly being revised and reinterpreted.
- Learning how colonization has made “Western Beauty Standards” the stereotypical idea of beauty.

**As mathematicians, we will be learning to:**

solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts  
 solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison  
 solve problems involving similar shapes where the scale factor is known or can be found  
 solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.  
 multiply simple pairs of proper fractions, writing the answer in its simplest form  
 divide proper fractions by whole numbers  
 associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction

**Non-topic based subjects**

- Computing** – Intro to Python
- Music** – Jazz, Big Band and Swing – Musical Elements
- PE** – Gymnastics and Dance
- PSHE** – Challenging beauty standards  
Dreams/Goals
- RE** – Hinduism/ Christianity (Holy Week)

**Key Vocabulary**

Exploration, nationalism, glory, leadership, Merchant navy, navy, manhauling, depot, pack ice, overwinter, sponsorship, Antarctica.

**In George Spicer Reads we will be reading:**



**Key Skills:**

- Summarising
- Evaluating
- Clarifying
- Inferring

Our Global Goal focus for this topic will be:  
**9: Industry, innovation and infrastructure**  
 How did the race between these teams help to foster innovation?

Our RRS Strand focus for this topic will be:  
**Article 24: Health, Water, Food, Environment**  
 Was the environment they found themselves in safe? Did they have access to food and clean water?