

Summer 1—Around the World in 80 days

Title and duration: Around the World in 80 days: 6 weeks

Year group: Year 6

Description: Children will learn about the World using a range of secondary sources. They will follow the journey of Phileas Fogg around the World studying the places that he encounters in more depth. They will also have the chance to act as travel agents using their skills in English to create brochure pages, computing skills to create a database and role play in French.

Hook: During the first weeks back, children will share their experiences of holidays. They will share postcards and souvenirs of where they have been on holiday. They will be tasked with becoming travel agents at the end of the half term and holding a 'holiday fair' for parents.

Learning Values

- Creativity: Children will create their own imaginary country.
- Independence: Children will present their country independently at the 'holiday fair'

Quality Texts:

Around the World in 80 days - Jules Verne
Reals Reads Version retold by Tony Evans.
Children's Atlases
Horrible Geography series

Geography

Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics. Identifying the position and significance of latitude, longitude, equator, the hemispheres, the tropics, Arctic and Antarctic circle. Complete a country orienteering activity which will allow the children to put their skills to practice.

Literacy

Book Study of Jules Verne's *Around the World in 80 days*. Focusing on the main characters; Phileas Fogg and Detective Fix. Children will write a diary entry from the view point of one of these characters. They will also write a non chronological report of their own imaginary country and use persuasive language to advertise their country for a holiday.

ICT:

Children will use the software 'Information Workshop' to create a database to store information about the classes' imaginary countries. They will carry out sorts and searches in role play as travel agents.

Science: Living things and their habitats (taught discreetly): Children will describe how living things are classified into broad groups according to common characteristics and similarities and differences including micro-organisms, plants and animals. They will also give reason for the classifications based on the specific characteristics. Children will also find out about the significance of the work of scientists such as, Carl Linnaeus, a pioneer of classification.

ART: Children will create silhouettes of African landscapes as an example of global art.

SMSC: Children will learn to respect different cultures and challenge any existing stereotypes they may hold.

RE: Taught discretely. Salvation. Children will explain the concept of salvation and how this is expressed within the beliefs of Christianity. They will explore the value of the concept of salvation to Christian believers, developing a personal response. With examples, they will describe how their responses can be applied to their own and others' lives.

PE/ Games

Indoor PE: Dance—children will all be taking part in a year group dance to a modern day song. This will be preformed to the school.

Outdoor Games: CM Sports specialist sports coaching. Cricket and Tennis.

French

French food:

We will investigate traditional French foods and learn the importance of food in French culture.

Using new vocabulary we will plan a French themed picnic.

Music

A singing unit exploring songs from different cultures and styles. The children will listen to songs in different styles, compare and contrast, rehearse and sing with increasing accuracy.

PDL: Managing Conflicts. Through circle times and PDL lessons children will discuss body language, stereotypes, their own personal likes and dislikes and maintaining friendships.

Outcome: Children will host a Holiday Fair for parents showcasing their imaginary countries.

Potential links to local, national, international communities: Learning about different cultures around the world.