

Upper Key Stage 2 - Poles Apart (Autumn 1st 2026)

Core Texts

Year 5

The Great Escape of (Name) (Name) and (Name) (Name)			
Y5	Y6	Y7	
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction

Year 6

The Great Escape of (Name) (Name) and (Name) (Name)			
Y5	Y6	Y7	
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction
Non-fiction	Non-fiction	Non-fiction	Non-fiction

Immersion Day:

Creating a piece of artwork based on the Northern lights using chalks

Comparing the poles in a double page spread.

Orienteering



Session 1: History— Fact or Fiction?

Children will learn:

To give clear reasons why there may be different accounts of history.

To use a range of sources to research the and fictions behind the race to the poles.



Session 2: History— Race to the Poles

Children will learn:

To place historical events and time periods accurately on a timeline.

About the events that took place during the Race to The Poles.



Session 3: Geography— Climate Comparison

Children will learn:

To use maps to compare and contrast differences between the UK and other countries climate.

Suggest reasons for differences in the climates of the UK and Antarctic. Children to focus on the lines of latitude, longitude and the equator.

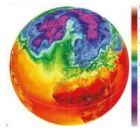


Session 4: Geography—Poles Apart

Children will learn:

To discuss and compare differences in weather in different locations and relate this to knowledge of the weather in the local area.

To research facts about the North Pole, South Pole and UK and make comparisons between them.



Session 5: History— Life as a Polar Explorer

Children will learn:

To use personal historical understanding and empathy to communicate ideas.

To use their chromebooks to research Edmundson and Scott and their different strategies.



Session 6: History— History- Polar Explorers

Children will learn:

To use personal historical understanding and empathy to communicate ideas.

Children to explore the life in a day of an explorer and write a diary entry.



Session 7: Geography— Global Warming - Greenpeace

Children will learn:

To recognise how global warming is affecting the world

Writing to persuade. Write an emotive letter to a plastic company persuading them to minimise waste.



Session 8: History - The sinking of the Titanic

Children will learn:

About the excitement surrounding the Titanic

The timeline of events leading to the sinking of the Titanic.



Session 9: Science—Fantastic Forces

Children will learn:

To explain what the already know about forces from previous learning.

Create a mind-map to show their knowledge and make links between different forces.



Session 10: Science—Gratifying Gravity.

Children will learn:

To explain why unsupported objects fall to earth.

To investigate the force of gravity and how to use a force meter to measure this.



Session 11: Science—Remarkable Resistance

Children will learn:

To identify the effects of air and water resistance and friction, that act between moving surfaces.

To plan an experiment to test their theories.

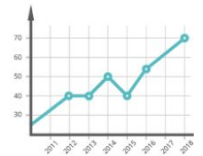


Session 12: Science—Resistance Investigation.

Children will learn:

To undertake an investigation on air or water resistance.

To be able to explain results and show them in a graph.

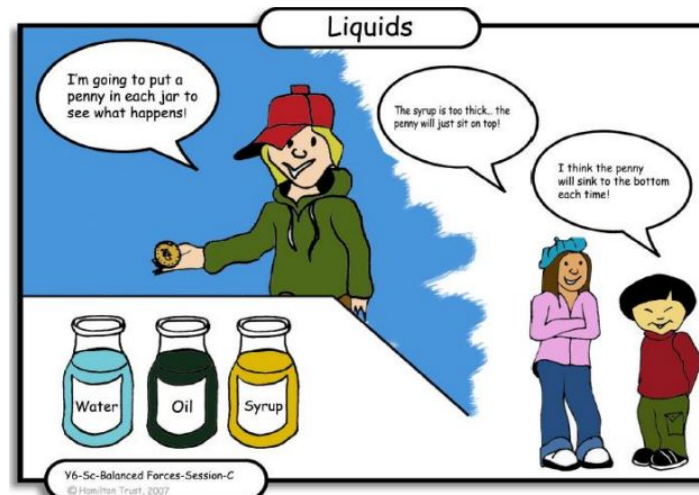


Session 13: Science—Water Resistance

Children will learn:

To show understanding of a concept (water resistance) and using scientific vocabulary correctly.

How to use a concept cartoon to make predictions about water resistance.



Session 14: Science—Water Resistance Investigation

Children will learn:

To identify the effects of water resistance that act between moving surfaces.

Undertake an investigation to understand water resistance.



Session 15: DT- Explore

Year 5- Building Bridges

Year 6: Programming

Children will learn:

Explore how different equipment can be used in real life situations.



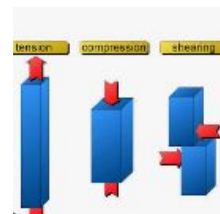
Session 16: DT- Test Materials

Year 5- Building Bridges

Year 6: Programming

Children will learn:

Test a range of materials and decide how effective they are.



Session 17: DT- Problem Solving

Year 5- Building Bridges

Year 6: Programming

Children will learn:

Use their given materials to solve a specific problem. They will need to adapt as they go.



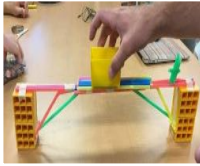
Session 18: DT- Creating

Year 5- Building Bridges

Year 6: Programming

Children will learn:

To show understand of how each elements work. Year 5 focusing on suspension bridges and Year 6 focusing on Microbits.



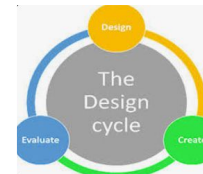
Session 19: DT- Developing

Year 5- Building Bridges

Year 6: Programming

Children will learn:

Develop a criteria for their build and then create it. Year 5 will build their bridge and Year 6 will programme their Microbit.



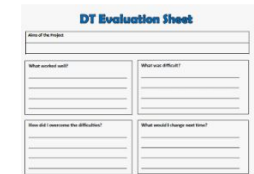
Session 20: DT- Evaluating

Year 5- Building Bridges

Year 6: Programming

Children will learn:

Evaluate their bridges / coding. They will be able to identify what they would do to improve next time.



DT Evaluation Sheet	
Name of the Project:	
What went well?	
What was difficult?	
How did I overcome the difficulties?	
What would I design next time?	

PE:

Year 5: Dance, football

Year 6: Hockey, trampolining



ICT: PurpleMash

Year 5: Quizzing and Databases

Year 6: Networks and Grouping



Music: Charanga

Years 5 and 6: Nuvo Dood



RE: Islam

What does the Qur'an reveal about Allah and his guidance?



PHSE (1 Decision):

Year 5: Peer pressure, smoking

Year 6: Water safety, alcohol



French (Language Angels):

Year 5: Classroom commands, What is the date?

Year 6: Classroom commands, planets

