



YEAR 6 MICHAEL'S JOURNEY UNIT PLAN (Draft Version)



SUMMER TERM TRANSITION UNIT (6 WEEKS)

<u>Session</u>	<u>Key Questions</u>	<u>Learning Objectives</u>	<u>Activities (Learning Pathway)</u>	<u>Outcomes/ Assessment Opportunities</u>
1	<p>Where could Michael have lived 'up North'?</p> <p>What train journey might he have experienced?</p> <p>Where in Fareham was the Peggy Sue moored?</p> <p>Resources Netbooks/ Computing suite Road map of the UK Train maps (available on www?) Bus route maps? Local map of Fareham area.</p>	<p>LO: To use clues from a text to investigate locations and possible train journeys.</p> <ul style="list-style-type: none"> - Use the www for geographical research purposes. - To use human/physical features to identify possible locations. - Use digital/computer mapping to locate focus regions and identify physical/man-made features. - Select appropriate geographical information from a range of secondary sources. - Collect and record evidence. - Understand schematic maps and what they represent. - Measure non-straight line distances using scale bars. - Use 6 figure grid references to locate given features. 	<p>See p.2-4 of KK for references to lifestyle and home 'up North'. Chn to use the internet to investigate where he could have lived? E.g. is there a St. Joseph's School in a Northern town/village near old brickworks?</p> <p>Introduce children to schematic maps. Train maps are usually schematic. Compare to a road map. How can the two be used in conjunction with each other? Decide on a location 'up North' where Michael might have lived. Provide chn with relevant train maps and road maps of the UK for them to plot/describe Michael's first journey 'down South' to Fareham. Teach how to measure non straight-line distances on road maps. If Michael and his mum had travelled by car, what distance would they have travelled? Note in books in stages?</p> <p>See p.8 of KK for evidence re. Fareham destination: - Caught a bus from the train station (show bus maps?) - <i>'When we got off we were right by the sea. There didn't seem to be any houses anywhere, just a yachting marina'.</i> Investigate using a local map. Find out more about the marina on www? E.g. find pictures to print and stick in books; describe what Michael might have seen in more detail... Or investigate how we might travel to the marina?</p>	<p>Conclusions drawn from web research</p> <p>Accuracy of distance work</p>



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<p>2</p>	<p>Were Gran's worries about the trip realistic?</p> <p>Is around-the-world sailing dangerous?</p> <p>Link with English Unit (discussion text)</p> <p>Resources Scan of sketch map Netbooks/ Computing suite List of safe websites Information books - see Earth's Surface box</p>	<p>LO: To investigate possible disasters on a round the world sailing trip.</p> <ul style="list-style-type: none"> - Name and locate the main continents and oceans of the world. - To locate some of the countries of the world on a blank map. - Interpret sketch maps and plans. - Use the www for geographical research purposes. - Use world maps, globes and atlases to identify the major climate regions and biomes, continents and countries of interest. - To be aware of the some of the hazards out at sea. 	<p>Revision first: Look at the sketch map of Michael's whole journey at the very back of the book (scan into f/chart). Can the children label:</p> <ul style="list-style-type: none"> - The main continents and oceans of the world? - Some of the countries that they have studied throughout the course of their time at BWJS? - Any other countries that they have visited with family etc? <p>See p.12 of KK for Gran's worries: Icebergs, hurricanes, pirates, whales, super tankers, freak waves.</p> <p>Using general knowledge/ knowledge acquired through previous Geography lessons, where would chn expect the family to come across these problems? Record ideas. Remind chn. of learning about climate zones, biomes etc from last term. Distribute the 'threats' to the chn in small research groups. Task them with using the www and information books to find out:</p> <ol style="list-style-type: none"> 1. Where these problems might be encountered. 2. What the actual dangers might be. <p>[As an aside, my sis-in-law's dad did a crazy around the world sailing trip a couple of years ago. Unfortunately he lives too far away to visit, but I could get hold of the address of his blog - he got a bit caught up with the Somali pirates...]</p> <p>Record their learning as bullet points in a Word document & print for books? Share together as a class.</p>	<p>Quality of research notes.</p>
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3	<p>What is it like to be a skipper of a boat?</p> <p><u>Resources</u> Arrange a visitor Shipping maps? Compasses Chalked playground? Role play challenge sheets?</p>	<p>LO: To know how sailors navigate at sea.</p> <ul style="list-style-type: none">- Be aware of sailing charts and the use of bearings in sailing.- Discover further geographic information through hearing people's travel experiences (visitors).- Ask and respond to geographical questions.- To be aware of the some of the hazards out at sea.- Use latitude and longitude in determining a location.- Use the 8 points of a compass in determining direction.	<p>See p.14 & 21 for references to Michael's mum's experiences as skipper.</p> <p>Further children's knowledge of the variety of maps and their skills in map-reading by introducing them to shipping maps. How are they similar to/different from land maps? Should cover:</p> <ul style="list-style-type: none">- Use of compass bearings- Latitude/longitude- Wind information etc <p>Ideally, have an expert sailor visit and speak to the children about their experiences/show them these skills. Sam Crabtree's dad?</p> <p>See p. 40-41 of KK for description of how navigation can be challenging. Role play being 'out on the ocean' in the playground? Chalk out land and features e.g. latitude/longitude and give chn basic information about inclement weather e.g. strong Southwesterly winds. Chn to practise using compasses...Do they reach their destination?!</p>	<p>Questions asked Discussion/input Observation during practical activity</p>
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4	<p>What is it really like in the places that Michael visited/sailed?</p> <p>Resources Checklist/ Research prompts www Netbooks/ Computing suite Information books Travel brochures Travel books e.g. Lonely Planet Postcards? Photos Aerial photos Atlases</p>	<p>LO: To find out all about the physical and human geography of xxx.</p> <ul style="list-style-type: none"> - Investigate the weather, terrain, land use, buildings, settlements, lifestyles and industry of focus locations around the world. - Use digital/computer mapping to locate focus regions and identify physical/man-made features. - Use the www for geographical research purposes. - Ask and respond to geographical questions. - Select appropriate geographical information from a range of secondary sources. - Collect and record evidence. - Analyse evidence and draw conclusions. - Discover further geographic information through hearing people's travel experiences (visitors). 	<p>On f/chart at start of lesson: <i>'They say that water covers two thirds of the earth's surface. It certainly looks like that when you're out there, and it feels like it too: sea water, rain water - all of it is wet.'</i> p.17 KK</p> <p>Give the children a broad range of secondary sources, including photos and aerial shots, with which to research a chosen location or segment of Michael's journey (e.g. Bay of Biscay to La Coruna; South Atlantic to St Helena). Provide key aspects that chn must cover in their research so that they can report about aspects of both physical (including terrain and weather) and human geography.</p> <p>Useful KK references/starting points:</p> <ul style="list-style-type: none"> - Solent - IOW: 'channel full of tankers' p.25 - Bay of Biscay: Force 10 gales p.26 - La Coruna: short stop off - no info given p.27 - Azores: Blue sky, warm sun p.27 - Cape Verde Islands: Hot p.28 - Recife (Brazil): Played football p.29 - Rio de Janeiro - The Doldrums: Must stay in the W-E Atlantic Current - St Helena: Napoleon exiled - Cape Town: Table Mountain p.33 Elephants p.37 - Indian Ocean: Hundreds of miles out p.34 - Perth: Stay with Uncle John on a huge farm; lots of different insects and mammals p.37-39 - Sydney - Great Barrier Reef p.40 - Coral Sea: Storms p.41 <p>Sketch maps p.27, 30, 32, 35, 41.</p>	Quality of research notes.
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			<p>Chn to make notes/sketches in topic books as research?</p> <p>[Could also ask teachers whether they've visited any of the locations - 5 min talks during morning task time to provide chn with further (and potentially more memorable) evidence? I've been to Cape Town, Perth, Sydney and Cairns (dived Great Barrier Reef) - Jo].</p>	
5	<p>What is it really like in the places that Michael visited/sailed?</p> <p>Resources As above Letter templates?</p>	<p>LO: To write a letter from Michael from one of the places he visited.</p> <ul style="list-style-type: none"> - Analyse evidence and draw conclusions. - Compare worldwide locations with home. - Communicate in ways appropriate to the task and audience. 	<p>Start lesson by sharing what was discovered about each destination last session.</p> <p>Children to write a detailed letter in role as Michael from the location they researched.</p> <p>This could be one which folds up to postcard size: thus presenting the opportunity for children to draw a postcard-style picture on the front, further evidencing their understanding of the place.</p>	<p>Written and drawn outcome - must evidence appreciation of physical and human features.</p>
6	<p>What would Kensuke's Kingdom look like on an OS-style map?</p> <p>Resources Copies of the sketch map from KK Pre-prepared invented detail about the size of the island, height of the</p>	<p>LO: To draw an accurate OS style map of Kensuke's Kingdom.</p> <ul style="list-style-type: none"> - Interpret sketch maps and plans. - Use OS maps or similar to interpret more complex symbols and keys. - Use OS maps or similar to interpret contours and spot heights. - Use 6 figure grid references to locate given features. - Draw maps to scale with increased 	<p>Look at the sketch map at the very front of KK. How has Morpurgo provided the viewer with information about the Pacific island? Establish that this is a very rudimentary map, but still useful in its own right.</p> <p>Show children OS maps of our local area.</p> <ul style="list-style-type: none"> - How are distances measured? Teach about scales. - How are areas of forest, streams, bodies of water, roads/paths etc identified? Recap common symbols and keys. - How are boundaries identified? Introduce some further (relevant) symbols that would be new to children. - How are hills identified? Teach about contour lines and spot heights. 	<p>Map is to scale Map identifies features in the form of OS symbols. Hills are identified with contour lines.</p> <p>(+) challenged to consider whether the hills are gentle one side and steep the other - adjust closeness of contour lines accordingly.</p>



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	<p>hills etc. Pre-prepared grid with grid references on.</p>	<p>accuracy and complexity.</p>	<p>- Why are grid references useful?</p> <p>Issue chn with sheets detailing (invented) information about KK e.g. size of the island in km North to South, East to west, narrowest and broadest points etc.; height of the hills; plus 6 figure grid references for the cave and start and end of the stream for example.</p> <p>Chn must draw an OS style map of the island to a given scale using the information sheet. OS conventional symbols to be used.</p>	
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