

## The Island

**Rationale:** Our annual residential trip to the Isle of Wight gives us the perfect opportunity to explore islands, coasts and adventure stories. So many memorable books and films are about travel disasters which leave the traveller stranded in the strange and unfamiliar environment of an island. We will unleash our imaginations, exploring what an island might be like and the new skills we would have to develop to survive there.

### Previous Learning

#### Geography

In KS1 we learnt about the seaside and why Victorians loved seaside holidays. Now we are going to visit Queen Victoria's favourite seaside holiday destination!

In lower KS2 we learnt about precipitation and rivers. We developed our use of maps, globes and atlases.

In upper KS2 we studied the Vikings and the way they travelled to coastal destinations when they invaded the UK; we learnt about another famous UK island – Lindisfarne or Holy Island.

#### Reading

In lower KS2 we read a novel about a boy's journey from Syria so we are familiar with travel writing. We have read *Rooftoppers* by Katherine Rundell which begins with a shipwreck and also involves travel to a new place. *The Arrival* also explored travel to a new land.

#### ICT

In *California Dreaming* we studied travel blogs and wrote about the Golden Gate Bridge in a similar style.

#### ART

In upper KS2 we made textured Anglo Saxon book covers; we will transfer these skills to our Island Diary book covers. We have used paper mache this year when we made our marvellous Mayan masks.

#### Hook:

For year 6, the hook is the residential trip to the Isle of Wight where they will experience life and adventure on a UK island.

#### Outcome:

A uniquely personal diary with a carefully designed cover.

An adventure story.

Understanding of geographical processes including erosion and sea defences.

Fieldwork on maps.

## CLA (Core Learning Area)

### Literacy:

- **Reading:** We will read descriptions of islands and extracts from adventure stories as well as non-fiction descriptions about coastal areas. We will learn new vocabulary to support geography.
- **Writing:** We will plan and write an adventure story set on an island. This could be in the form of a diary or a travel blog.
- Plan writing by:
  - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

- noting and developing initial ideas, drawing on reading and research where necessary, selecting Writing Rainbow lenses and collecting chottings

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

## **GEOGRAPHY**

### Island Tourism

Pupils will learn about how humans affect coastal areas, why we should protect these areas and what might happen if we don't. They will consider the advantages and disadvantages of tourism from different people's points of view.

### Coastal Geography – **What would Borough Green be like if it were on the coast?**

- What is a coast?
- What do different coastal features look like?
- How might coastal features change over time?
- Why might coastal features change over time?
- Coastal erosion and longshore drift – why do so many of the UK's beaches have groynes and other coastal defence systems?

### Fieldwork

Year 6 pupils will carry out fieldwork on the Isle of Wight and present this to Year 5.

They will develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, and using photographs, using geographical language and draw maps and diagrams to communicate geographical information.

Pupils will draw maps of Sandown Bay and take digital photographs. Back in school they will create maps with hyperlinks to their photos. They will use the geographical language associated with coasts on their maps as well as Ordnance Survey symbols.

**ART**

We will make textured book covers for our Island Diaries. This will involve paper mache and collage techniques. Inside the books we will create pockets to hold maps and other interesting documents. We will start with a double-page spread in our sketch books where we will experiment, design, annotate and evaluate our ideas and final product.

- ♣ to create sketch books to record their observations and use them to review and revisit ideas
- ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Forest School**

We will develop our survival skills in outdoors activities and games. These might include building dens and shelters, working as a team to avoid ravenous crocodiles, emergency first aid, hunting and foraging...

• Learning Value Focus	
<ul style="list-style-type: none"> <li>• Value: curiosity, imagination, exploration, the environment, conservation, appreciating different points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill: analysing texts; imagining and describing settings; identifying and describing topographical features; evaluating the impact of tourism; ICT – digital photography, hyperlinks, digital maps; Ordnance Survey symbols; sketch maps; justifying opinions.</li> </ul>

<p>How Long? 7 weeks</p>	<p>When? Term 5 weeks 5 and 6; Term 6 weeks 1 and 3 – 6 For some of this time Year 5 will work together while Year 6 rehearse their play.</p>
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**Continuous Learning:**  
SPAG, Maths (Arithmetic and Reasoning), Music, PSHE, French, PE

<p>Visit: Year 6 will have been to the Isle of Wight in Term 5</p>	<p>Visitor: Someone from the RNLI?</p>
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**Parental Involvement:**  
Buy your child an A5 ringbound notebook; we will be making a special cover for this and using it for all our writing.

Encourage your child to read books about adventures and / or islands. Many of the picture books can be found for free as read along versions on YouTube.

### Picture Books

Quest or Journey by Aaron Becker (these are wordless picture books so excellent for discussion and as stimulation for children who like to write stories.)

Hom by Jeanne Willis and Paddy Donnelly (a boy survives a shipwreck and makes a new friend on a desert island)

Grandpa's Island by Benji Davies (a beautiful book about the loss of a grandparent)

### Novels

The Explorer by Katherine Rundell (children survive a plane crash in the Amazon)

The Island at the End of Everything by Kiran Millwood Hargrave (a child tries to make her way back to her island home)

Hatchet by Gary Paulsen (a boy survives an air crash; for able readers)

The Storm Keeper's Island by Catherine Doyle