## **The Federation of the Church Schools of Shalfleet and Yarmouth**

Medium Term Plan: Class: Year 5/6 Term: Autumn 2

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| Title: Titanic – A Night to Remember | Timescale: 7 Weeks (week beginning 4th November 2019) |
| **Rationale (including hook and big questions):** This is my favourite topic of the year. I am hugely excited to be sharing the legend of the Titanic with the children. We will begin by going through the children’s top ten facts from their half term homework in order to see what the children have discovered and share the knowledge amongst each other. To further hook the children in, the children will, in groups, create a 3d model of the ship using puzzle pieces to create a display within the class that, later on during the half term, we will use to drastically change. From this, we are going to move on to looking at how the Titanic was built and why. We will also explore how this was sold to the public as being an ‘unsinkable ship’, and how it was the most luxurious liner in the whole world, due to its incredibly modern amenities that it offered to richest passengers, as well as its huge step up in quality to what it offered for the poorest passengers in third class. Of course as we know with the Titanic, the ending to the story is not a happy one. We will explore in great detail the night of the 14th April 1912 and the morning of 15th April 1912, as we look at the key events that took place when the Titanic hit the iceberg. It won’t just be a case of looking at how it sunk but we will be investigating the actions of particular individuals during this night and discussing whether they were right or wrong. Were certain things, such as third class being kept from going to the top deck, fact or fiction? Why were so many of the lifeboats released off of the ship with half (or in some cases less) of its seats full? Did other ships around the Titanic ignore her distress calls? We will be answering all of these questions and more.The event of the ship sinking will also be used to build up knowledge in other subject areas. For example in music, children will learn about how the band played until the very end and how ‘Nearer My God To Thee’ rang through the ship, leading the children to create their own piece of music to represent this moment. In our art work, the children will have the opportunity to create a detailed sketch of the Titanic heading towards the fateful iceberg. For this we will be using a combination of soft and hard lines and shading techniques with our sketching pencils. Once we have finished the sketch, I am going to challenge the children to find as many small pictures they can linking to the disaster and print these out. They will then carefully cut them out and place them strategically around the sketch to create a collage of the Titanic disaster. Whilst in literacy, the children will be using the events surrounding the sinking, as portrayed in the film ‘A Night to Remember’, to create a first person perspective free verse poem about the experience on board the ship that freezing April night. Continuing on with the Titanic story, after the liner went to the bottom of the ocean a blame game began and children will get to be part of that experience. They will get to research individuals from the Titanic and discover their roles, once they have gathered all of the information children will be able to make a decision on who they think was the guiltiest party in the sinking of the ship. Fast forwarding many years we will finish by watching a documentary that shows the Titanic as it looks in the present day, they will be able to see (thanks to underwater RVs) how nature has effected the wreck and why the two pieces differ so much in condition. This will bring an end to the journey of the ship but it is certainly one that I cannot wait to explore with the children this half term. |
| **Focus Curriculum Principle:** Challenging, engaging and motivating |
| **Main Subjects Covered:** Literacy, Numeracy, Guided Reading, Science, Computing, RE, History, Geography, Art and Design, Music, French, PE | **PSHE/SMSC:** Social – Teamwork for during our topic lessons on helping make some of the difficult decisions people would have had to have made on the Titanic.Spiritual – Constant referral to issues around spirituality in worships (class and whole)Moral – looking at the treatment of human lives on the Titanic and the idea some were more worthyCulture – looking at the impact of the disaster on British working lives and the laws brought in after |
| **Maths:** Year 5 will be focusing on continuing their work with addition and subtraction, looking at using the inverse as well as applying this to multi step word problems. From there they will move to working with line graphs, tables and timetables. Before going back to calculation work and working through methods for longer multiplication and division questions.Year 6 will be focusing on continuing their work with long division as well as looking at prime, cube and square numbers along with how to solve multi-operation questions. The rest of the half term will then be spent working with fractions. Adding, subtracting, multiplying and dividing with them as well as finding fractions of amounts.  | **English:** The class will be given a range of writing opportunities throughout this half term. We will be exploring the Titanic through the creation of a non-fiction information text on an aspect of the ship the children are interested in. This will feature parenthesis throughout. Moving on from this, we will be learning how to use modal verbs and semi colons in order to create a letter as Hugo Cabret writing to the Old man, persuading him to give him back his notebook. Moving further through the story, the children will learn about a huge event linked in with a fire. They will use a range of newspaper reports from modern fires, such as the Notre Dam fire, and create their own report on what happens in the book. They will use expanded noun phrases, featuring hyphenated words to support them. To finish, we will be watching the film, A Night to Remember, in order to create a short poem focusing on the night the Titanic sank in the Atlantic Ocean.  |
| **Science:** Forces – Looking at a range of forces and the different effects they can have on a range of objects and people, as well as how some can be prevented or intensified | **R.E.** : Interpretation – The Christmas stories – We will be exploring the two Christmas stories put forward in the bible by Matthew and Luke, we will be analysing the similarities and differences between them and also look at what elements of the Christmas story have been added over the years that do not feature in the Bible. |
| **Global/Cultural Link:** We will explore the impact that the disaster had locally as well as how it affected the future of passenger liner tourism. | **Trips/Events/Visitors/Risk Day:** We will be going on a school trip to the Sea City Museum in Southampton in order to view their exhibitions with real artefacts from the wreck of the Titanic. Children will be able to explore the stories of the survivors and victims in more detail and really begin to understand the story in greater detail. |
| **Compulsory Home Task:** Their home task is linked to a piece of homework I completed on the Titanic when I was in primary school, which I will show to the children. This was a booklet giving information on the ship from its facts and figures all the way to facts about the wreck. I want the children to research, design and create an information booklet about the Titanic. This can be done using paper, on the computer, a very large poster, it is up to them. But I would like to see detailed writing on different elements of the Titanic. There is a lot to learn and I really want the children to become lost in the wondrous story of the tragic ship. They can use drawings, images from the internet or even a model to link their points to, the project is in their hands. | **Homework:** * Children will be set spelling homework and maths homework weekly, linked to the learning in class.
* Children will be set literacy and reading homework on alternating weeks.
* There will be the ongoing compulsory Titanic topic project that is to be completed across the half term.
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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| Science | Living things and their Habitats – to create our own classification system | Explore gravity, what Is it? How was it discovered? How is it affected? | Focus on air resistance and how this can be effected. | Focus on water resistance and how this can be effected. | Focus on friction and how this can be effected. | What are levers, pulleys and gears and what do they do? | Where are levers, pulleys and gears seen in our daily lives? |
| History | Why was the Titanic and her sister ships created in the first place? We will be exploring the reasons why White Star Line were desperate to build the ship.  | We will be learning about what life was like on board the Titanic. What was the differences between what the different classes could do? What food did they eat? How much were the staff payed. We will use a cross section of the ship to illustrate these points.  |  |  | We will be going over the key events from the night the Titanic sunk. We will look at some of the heroic actions of the passengers as well as some of controversial decisions made by others. There will be a focus on the use of the lifeboats as well as the process of how the ship sank.  | We will be exploring who or what was at fault for the Titanic sinking. We will bust common myths as well as look at what the official inquiry into the disaster discovered. What were the effects on the future for both White Star Line and liners in general? | We will be watching a documentary on the wreck of the Titanic and exploring the state of it. We will be noting all of the artefacts and the difference between the bow and stern |
| Geography | Using map-reading skills, the children will plot the key places the Titanic would visit on her maiden voyage. They will also plot the routes. |  |  |  |  |  | Children will use their map reading skills to plot the exact place where the Titanic sank on their maps. They will also plot the point where it was originally believed it sank.  |
| Art |  |  | We will be creating a sketch of the Titanic sailing during the night, this will be the first part of our collage work.  | We will be finishing off our sketches and then using an array of pictures the children have downloaded from the internet they will be sticking in and cutting them out to create a collage around the sketch. |  |  |  |
| Design and Technology | / | / | / | / | / | / | / |
| Music |  | Listening to the last song played on the Titanic ‘nearer my god to thee’ children will describe the feelings this evokes and why. Children will repeat this but looking at the video of the Titanic going down in conjunction with the song. | Children will be looking at the instruments that we have available that create the most emotive sounds.  | Children will put together a short melody featuring multiple instruments in small groups that depicts the sadness of the situation of the Titanic sinking | Children will perform their piece and record it. |  |  |
| Computing | E-Safety – App permissions and smart device safety | Spreadsheets – children will be creating and using formulas to populate information on those who survived and died on the Titanic | Spreadsheets – children will be using the information they have created to make a range of charts to display the information clearly. | PowerPoint – children will be finding pictures of particular rooms before and after the sinking and creating a presentation that compares them side by side. | PowerPoint – children will be looking at how to run a timed presentation on loop, how to use transitions most effectively and add background music. | Video creation and editing – children will script a commentary on how the Titanic sunk and they will type this up on Word | Video creation and editing – children will film their commentary and using green screen will add this to video clips of the Titanic sinking. They will then add their music to the clip. |
| PE | Indoor athletics  | Indoor athletics  | Indoor athletics  | Indoor athletics | Dance | Dance | Dance |
| RE |  |  |  |  |  |  | RE DAY and ½ – The Christmas Stories – Exploring the similarities between Matthew and Luke’s Christmas stories from the bible and also exploring the theme of interpretation as a whole and applying it to our own lives. |
| SMSC/PSHE | What are drugs? | What is the difference between legal and illegal drugs?  | What does the law say about drugs? | What are the benefits of legal drugs? | What are the negative effects of illegal drugs? | / |  |