

Term 6

Topic Sailing, Sinking, Sunk!

## What I am learning this term

### Key Skills



**HOLLINGTON**  
PRIMARY  
ACADEMY

Subject	I can....	Where can you find it?
<b>Maths</b>	1. Collect and analyse statistics and other information in order to draw clear conclusions about locations.	1. Iceberg Data (Geography link)
<b>English</b>	1. Journalistic Writing 2. Recount Writing 3. Stories with Suspense 4. Write arguments	1. The Titanic Setting Sail 2. Diaries and Eye Witness Accounts 3. 'The' Night Everything Changed 4. Titanic 2
<b>Science</b>	1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 2. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. <i>WS: I use relevant scientific language and illustrations.</i> 3. Use recognised symbols when representing a simple circuit in a diagram.	1. Explore electrical circuits 2. Electrical Symbols 3. Circuit Diagrams 4. Build an alarm to warn about icebergs
<b>What is the investigation?</b>	1. <i>WS: I use results to make predictions and set up more tests (including fair tests).</i> 2. <i>WS: I plan different types of scientific enquiries to answer questions.</i> 3. <i>WS: I report and present findings using speaking and writing including displays and presentations.</i>	1. What would the best materials be for creating a switch to use in the alarm system?
<b>Computing</b>	1. Use specified screen coordinates to control movement. 2. I can use a "Forever" and "Repeat" loops. 3. Use IF THEN ELSE conditions to control events or objects. 4. Use X and Y coordinates to control the position of sprites 5. Set IF conditions for movements. Specify types of rotation giving the number of degrees. 6. Use lists to create a set of variables. 7. Create a computer game where the sprites interact with each other. <i>AP: All - best fit assessment</i>	1. All key skills are linked into Espresso Coding
<b>Geography</b>	1. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 2. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 3. <i>AP: Describe how locations around the world are changing and explain some of the reasons for change.</i> 4. Collect and analyse statistics and other information in order to draw clear conclusions about locations.	1. Compass Work/Navigation at Sea. 2. The Route of the Titanic 3. Look at Global Warming and the impact on oceans - link to size of iceberg then and now. 4. Iceberg data - Maths link
<b>DT</b>	1. Design with the user in mind, motivated by the service a product will offer (rather	1. Design a boat that won't sink

	<p>than simply for profit).</p> <ol style="list-style-type: none"> <li>2. Make products through stages of prototypes, making continual refinements.</li> <li>3. Ensure products have a high quality finish, using art skills where appropriate.</li> <li>4. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ol>	<ol style="list-style-type: none"> <li>2. Production Flow Chart</li> <li>3. Construct boat(s) - prototypes</li> <li>4. Test</li> <li>5. Evaluate</li> </ol>
<b>Art</b>	<ol style="list-style-type: none"> <li>1. Mix textures (rough and smooth, plain and patterned)</li> <li>2. Sketch (lightly) before painting to combine line and colour.</li> <li>3. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>4. <i>AP: Combine visual and tactile qualities</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Topic Cover</li> <li>2. Sketch Titanic</li> <li>3. Sketch Captain Smith (portrait)</li> <li>4. Ocean Collages</li> </ol>
<b>History</b>	<ol style="list-style-type: none"> <li>1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events.</li> <li>2. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>3. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>4. <i>AP: Use sources of evidence to deduce information about the past.</i></li> <li>5. <i>AP: Understand that no single source of evidence gives the full answer to questions about the past.</i></li> <li>6. Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>7. Use dates and terms accurately in describing events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Timeline of events</li> <li>2. Non-Chronological report writing on the Titanic</li> <li>3. Diary Writing - first sight of the Titanic and sinking</li> <li>4. Eye Witness account from Fredrick Fleet (look out). Looking at different accounts of that night and comparing</li> <li>4. Look at Primary Sources from the time (images, text and audio) and explain what information we can learn from it.</li> <li>5. Newspaper Article - reporting the sinking of the Titanic.</li> <li>6. Argument</li> </ol>
<b>Community</b>	Speaker from Hastings Fisherman's Museum	
<b>Knowledge of the World</b>	<ol style="list-style-type: none"> <li>1. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time lines</li> </ol>	<ol style="list-style-type: none"> <li>1. Development of ships over time.</li> <li>2. Looking at how safety implications have changed ships</li> <li>3. Concept of unsinkable lifeboats</li> </ol>
<b>PSHE</b>	<p>Team work Living in the Wider World &amp; SRE</p>	PE Link - OAA
<b>Aspiration</b>	Building Boats and current jobs available	
<b>British Values</b>	<p>Tolerance - people reacting to trauma in different ways Tolerance - concept of Women and Children first and why this was important at that time Individual Liberty - all classes having the right to be saved Individual Liberty - class structure and why Rule of Law - process of applying to have a vessel built Rule of Law - procedures for evacuating the vessel Rule of Law - post incident investigation, who was to blame? Democracy - court case - how a verdict is cast and decided upon Mutual Respect - interactions between different class structures.</p>	

### Homework Ideas

1. Research opportunities
2. Titanic Project - Person Raffle (select a name of a person on board and build a research project around them)

*AP: Assessment Point*