

## Unit planner: Who sunk the Titanic? Year 6 Weeks 6 weeks

<p><b>Lead Subjects:</b></p> <p><u>Writing</u> Pupils should be taught to: Plan writing by identifying the audience and purpose of the writing. Select the appropriate form and use similar writing as models. Draft and write by selecting the appropriate grammar and vocabulary including that within English Appendix 2 Use organisational and presentational devices - sub-headings, columns, tables or bullet points. Draft and write by linking ideas across paragraphs to make writing flow. Evaluate and edit work using Purple Polishing Pens. Proof read for spelling and punctuation errors.</p> <p><u>History</u> Pupils should be taught to: Understand how our knowledge of the past is constructed from a range of sources. Describe a study of an aspect in British history. Make confident use of a variety of sources for independent research. Use evidence to support arguments (understand events, people and changes). Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p><u>Geography</u> Pupils should be taught to: Locate the world's countries, using maps to focus on Europe and North and South America. Describe and understand key aspects of physical geography. Describe and understand key aspects of human geography. Use maps, atlases, globes and digital mapping.</p> <p><u>PHSE</u> Pupils should be taught to: Know about different groups and communities. Respect equality. Develop and express personal views. Investigate moral values and ethical issues. Understand human feelings and emotions.</p> <p><u>RE- Justice and Poverty</u> See SACRE document</p> <p><u>Science (Recap unit)</u> Pupils should be taught to: Work scientifically towards the year 6 focus. Compare and group materials together - solid, liquid, gas. Observe that some materials change state when they are heated or cooled. Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.</p> <p><u>Music</u> Pupils should be taught to: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Create a simple composition and record using formal notation</p>	<p><b>Starter: Hold a Titanic launch party.</b> <span style="float: right;"><b>Outcome: Debate on 'Who sunk the Titanic?'</b></span></p>	
	<p><b>Objective: What was the Titanic?</b></p>	
	<ul style="list-style-type: none"> <li>Write a non-chronological report on the Titanic.</li> <li>Complete research on the ship.</li> <li>Create their own Wordle using the numbers of the Titanic.</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams of the ship and annotate.</li> <li>Use different mediums within art to create a picture of the ship.</li> <li>Recap science work on floating and sinking- investigate different items and their density.</li> <li>Science- investigate Non-Newtonian fluid and their properties- link to states of matter.</li> </ul>
	<p><b>Objective: What is a class system? (Discrete RE Unit 3 Justice and Poverty)</b></p>	
	<ul style="list-style-type: none"> <li>Hold a Titanic launch party, where the children dress up as first class ticket holders.</li> <li>Listen and appraise classical music of the era for the different types of passengers.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a rhythmic piece using 'stomp' idea - using a range of instruments</li> <li>Research the clothing of the era for both the rich and poor and design their own outfit.</li> <li>ICT- use filters to discern information about how children are treated around the world using UNICEF website.</li> <li>ICT- Facebook and Social Media learning.</li> </ul>
	<p><b>Objective: Was being poor a death sentence?</b></p>	
	<ul style="list-style-type: none"> <li>Look at the difference between 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class.</li> </ul>	<ul style="list-style-type: none"> <li>How were the different passengers treated when the ship hit the iceberg- was being a 3<sup>rd</sup> class passenger a death sentence?</li> </ul>
	<p><b>Objective: How did it feel to survive the Titanic's sinking?</b></p>	
	<ul style="list-style-type: none"> <li>Novel based approach using Survivor: Titanic Novel</li> </ul>	<ul style="list-style-type: none"> <li>Various text types e.g. diary, newspaper report, discursive, persuasive, letter and recount.</li> </ul>
	<p><b>Objective: Who sunk the titanic?</b></p>	
	<ul style="list-style-type: none"> <li>Research the various people involved in the sinking of the titanic e.g. the captain, the watchers, the builder etc.</li> <li>Complete a class debate on who sunk the titanic.</li> </ul>	<ul style="list-style-type: none"> <li>Write a discursive piece based on the various people who can be blamed for the Titanic's sinking.</li> </ul>
	<p><b>Objective: Why were people on the Titanic?</b></p>	
	<ul style="list-style-type: none"> <li>Look at the route the titanic sailed- map work.</li> </ul>	<ul style="list-style-type: none"> <li>Migration- why were people travelling on the ship?</li> </ul>
<p><b>Objective: What's beneath the surface?</b></p>		
<ul style="list-style-type: none"> <li>PHSE lesson on us being the icebergs with only our tips showing- what is beneath?</li> <li>Recap Science unit on states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Density test linked to iceberg.</li> </ul>	
<p><b>Pupil lead learning:</b></p>		
<ul style="list-style-type: none"> <li>Design their own room of the Titanic to create a class ship replica.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<p><b>Reflection:</b></p>		
<ul style="list-style-type: none"> <li>Entry and Exit ticket for Topic</li> </ul>	<ul style="list-style-type: none"> <li>Justice and Poverty work- compare their lives to children around the world.</li> </ul>	

<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p><u>ICT</u></p> <p>Pupils should be taught to:</p> <p>Understand how computer networks enable computers to communicate and collaborate.</p> <p>Begin to use internet services within their own creations to share and transfer data to a third party.</p> <p>Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology respectfully and responsibly.</p> <p>Be discerning when evaluating digital content.</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content.</p>			
<p><b>Text types:</b></p> <ul style="list-style-type: none"> <li>• Discursive</li> <li>• Diary</li> <li>• Letter</li> <li>• Persuasive</li> <li>• Newspaper report</li> <li>• Non-chronological report.</li> </ul>	<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>• Non Fiction Texts on the Titanic.</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Wordle</li> <li>• Garage Band</li> <li>• Use Showbie to share digital content created by children and understand how computer networks communicate.</li> <li>• Seesaw</li> <li>•</li> </ul>	<p><b>Assessment Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Science assessment using entry and exit tickets.</li> <li>• Various writing assessment opportunities.</li> <li>• Art assessment on Titanic art.</li> </ul>
<p><b>Enrichment</b></p>	<p>Trips: Titanic exhibition in Liverpool</p>	<p>School environment: Hall for Titanic Launch party</p>	