

Unit planner: Year 6 What can we learn from the Titanic disaster? Weeks: 12

<p>Key concepts: Poverty, Justice, Power, equality, Diversity. Migration, responsibility, impact</p>	<p>Intent: To understand a significant event in British history and how it has impacted the modern world. To appreciate why people might migrate. To empathise with injustices past and present. To investigate social, cultural and religious diversity globally.</p>		
<p>National Curriculum Statements (Target Tracker)</p>	<p>Starter: Hold a Titanic launch party</p>		
<p>Pupils will be taught to – <u>RE</u> See SACRE document – unit 3 <u>Science</u> Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments. Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources. Group and classify things and recognise patterns. Find things out using a wide range of secondary sources of information. Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. <u>Art</u> Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Select ideas based on first hand observations, experience or imagination and develop these through open ended research. Adapt his/her own final work following feedback or discussion based on their preparatory ideas. Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists. Begin to develop an awareness of composition, scale and proportion in their work Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. <u>Computing</u> 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 Design and create a range of programs, systems and content for a given audience. Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information. Use technology respectfully and responsibly.</p>	<p>Subject:</p>	<p>Key Vocabulary:</p>	
	<p>History: Can I use a range of sources to research information about the Titanic? Can I compare and contrast the lives and treatment of different classes? Can I debate the possible causes of the Titanic disaster? Can I use a key to annotate the key parts of the Titanic? Can I use a detailed ship diagram to annotate significant parts of the Titanic?</p>	<p>Artefacts, research, sources, primary, secondary, chronology, discover, wreckage, museum, sacrifice, hull, ship, voyage, promenade, deck, key, annotate,</p>	
	<p>Geography: Can I plot significant locations of the Titanic on a world map? Can I explain the terms migration, immigration and emigration? Can I explain why people migrate?</p>	<p>Immigrant, migrant, emigrant, country, city, continent, USA, New York, Atlantic Ocean, port, dock, boarding, passengers, push and pull factors, poverty, war, population, climate, religious freedom, rights, opportunities, iceberg, longitude, latitude, Europe,</p>	
	<p>Music: Can I appraise music from a social class? Can I compose a piece of music focusing on rhythm?</p>	<p>Appraise, tempo, dynamics, rhythm, duration, structure, texture, notation, compose, perform, evaluate,</p>	
	<p>Art: Can I understand perspective? Can I use perspective to draw the Titanic? Can I appraise the work of Titanic artists? Can I choose appropriate mediums to extend my work? Can I carry out preliminary tests of mediums and paper?</p>	<p>Perspective, sketch, medium, overlay, proportion, tint, tone, shade, hue, colour mixing</p>	
	<p>D and T: Can I label the parts of the Titanic? Can I research clothes from 1920? Can I compare clothes from different classes? Can I use exploded drawings to design an outfit for a given class? Can I print a sample fabric design? Can I choose appropriate materials to enhance my design? Can I design and make a room from the Titanic using woodwork, textiles and simple construction methods?</p>	<p>Analyse, annotate, justify, quality, materials, silk, satin, fabric, lace, fur, leather, dye, pattern, print, durable, fashionable, gown, tuxedo. Exploded diagrams</p>	
	<p>PSHE: Can I compare my life with the lives of children around the world? Can I understand how I feel under the surface? Can I empathise with the passengers on the Titanic? Can I understand why different classes were treated differently? Can I show what feelings and emotions live beneath the surface?</p>	<p>Class, equality, diversity, feelings, aspirations, surface, poverty, discrimination, injustice, government, death rate, culture, exploitation, water, hygiene, sanitation,</p>	
	<p>Science: Can I investigate the properties of Non-Newtonian fluid? Can I explore density? Can I investigate why items float or sink? What does a scientist look like?</p>	<p>Density, solid, liquid, gases, density, mass, float, sink, buoyancy, viscosity, volume, mass, energy, temperature, boiling, freezing, evaporation, condensation, water cycle,</p>	
	<p>Computing:</p>		

<p>Be discerning when evaluating digital content. Use filters in search technologies effectively and is discerning when evaluating digital content.</p> <p><u>DT</u> Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use technical knowledge accurate skills to problem solve during the making process.</p> <p><u>Geography</u> Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Understand and use a widening range of geographical terms. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>History</u> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research Describe changes in Britain Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. Use evidence to support arguments.</p> <p><u>Music</u> Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. Create a simple composition and record using formal notation. Develop a deeper understanding of the history and context of music. Listen with attention to detail and recall sounds with increasing aural memory and accuracy. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><u>PSHE</u> Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these Recognise and respond appropriately to a wider range of feelings in others Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view Consider the lives of people living in other places, and people with different values and customs.</p>	<p>Can I understand how to use a computer e.g. using shortcuts, saving files in folders and using a keyboard? Can I use filters to discern how children are treated around the world? (UNICEF website) Can I use excel to present information in a chosen format? Can I analyse and evaluate passenger statistics? Can I use the internet safely and responsibly? Can I use PowerPoint to present research around charities?</p>	<p>Excel, spreadsheet, analyse, likely, probability, percentage, present, filter, search, responsibility, app, PowerPoint, slide, transition</p>	
<p>RE Unit 3- Justice and poverty</p>			
<p>What is fairness and justice? Can I understand inequality and its impact upon the world? Can I understand how different religious charities try to reduce inequality in the world? (Islamic relief, Christian aid) How can you make a difference to the world? (Pledge) Can I learn from the experiences of our school heroes? (Wall)</p>			
<p>Text types:</p> <ul style="list-style-type: none"> • Discursive • Newspaper • Alternative ending 	<p>Literature:</p> <ul style="list-style-type: none"> • Non Fiction Texts on the Titanic • The man who walked between two towers • How to live forever 	<p>Maths links:</p> <ul style="list-style-type: none"> • Statistics 	<p>Published Outcomes</p> <ul style="list-style-type: none"> • Court case assembly: White Star Line vs Edward John Smith. • Perspective drawings of the Titanic • Titanic room • Newspaper report
<p>Enrichment: Trips: Titanic exhibition in Liverpool; Visit courts School environment: Titanic Launch party decorate the base/Hall</p>			

