



Knowledge and Skills Organiser- Year 5 and 6



The Titanic

Subjects covered by the national curriculum

English

Newspaper report about the sinking of the Titanic
 Diary of a passenger.
 Writing to inform - instructions on how to abandon ship safely
 Short story writing.

Texts

The Titanic Detective
 Usbourne- The Titanic
 In the Life of - Titanic passenger.

Computing

Computing systems and network
 Communication
 Using Publisher to create a leaflet for passengers
 Tracing the ships movement using google earth

R.E

Is believing in God Reasonable?
 Philosophical arguments
 What are the arguments to say God really exists?
 Islam and God

Geography/History

The Titanic - key events
 What led to the sinking of the Titanic?
 Was it an avoidable disaster?
 Was it better to be rich or poor on the Titanic?
 Where was the Titanic sunk? What was the locality like? Why were there icebergs in this area?
 Was the design of the ship flawed?
 Mapping skills to be covered. Why were people travelling to America?

Maths

Multiplication and division
 Ratio and percentages
 Units of measure
 Mass and Capacity
 Algebra
 Angles and shape
 Problem solving

Enrichment

Titanic day - in school
 Invite author Lindsay Littleson (author of The Titanic detective agency)

Art & D & T

Boat design - Make a boat that can hold as much weight as possible.
 Focus on Seascapes- Turner, The Great wave of Kanawaga

Science

Forces and mechanisms- Marvellous Mechanisms
 Electricity- circuits and symbols

The skills and knowledge you will develop in this topic:

Geographical Skills

Locate places using a range of maps including OS & digital

Follow a route on a map with some accuracy

Follow a route on a large scale map

Locate places on a range of maps (variety of scales)

Identify features on an aerial photograph, digital or computer map

Begin to use 8 figure compass and four figure grid references to identify features on a map

- understand geographical similarities and differences through the study of human and physical geography of a region of the Atlantic around the site of the sinking of the Titanic.
- physical geography, including: the climate of the area around the Titanic's resting place.

Historical skills

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a timeline
- Use correct terminology to describe events in the past

Develop use of appropriate subject terminology, such as: Belfast, sinking, iceberg, passenger, Arctic ocean

Identify some of the results of historical events, situations and changes

Identify and begin to describe historically significant people and events in situations

Art:

- Experiment with a wider range of materials
- Develop artistic/visual vocabulary when talking about own work and that of others (Y5/6)
- Develop fine brush strokes. (Y5/6)
- Make images in a similar style to a range of artists (Y5/6)
- Create collage using paintings as a stimulus / the natural world.

Design Technology and Computing

- Make design decisions, taking account of constraints such as time, resources and cost (Y5/6)
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media.

Science

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • use recognised symbols when representing a simple circuit in a diagram
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

RE

Who is special to you? What are the symbols of God? What do you know about God? What does God look like? What does the Bible say about God? Why is God important/special to religious believers? How do religious believer's express ideas about God? Do all religions and beliefs view God in the same way?

Home Learning ideas:

- *Create a factual poster on the Titanic*
- *Create a front cover for a newspaper report on the day the Titanic sank*
- *Research what people of the Titanic ate and create a menu.*
- *Make a model of the Titanic*

Vocabulary I need to know:

Geography - Sustainable, industry, natural, location, settlement

History - impact, artefact, source (primary and secondary), unsinkable, iceberg, ship

Science - observe, compare, similarities and differences, record, test, investigate, accurate, conclusion, explain, forces, magnets, electricity, voltage

Art - abstract, block, collage, sketch, observe, impression

D.T - evaluate, prototype, product, design criteria, test

RE - prayer, worship, God, belief, opinion, truth, faith

By the end of our topic the children will:

Understand the tragedy of the Titanic and the impact it had on society and the changes that it brought about during the early twentieth century.