

Knowledge and Skills Organiser Year 5 and 6

Subjects covered by the National Curriculum:

English

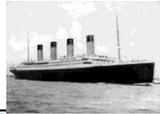
Newspaper report about the sinking of the Titanic
Informal and formal letters
Diary of a passenger.
Discussions and balanced arguments
Menus and invitations
Fact files and leaflets

Class text: The Titanic
Detective- use this for whole class guided reading

Computing

Publisher - creating information leaflets
Creating an invitation and menu

The Titanic



Enrichment

Start by giving each child an envelope containing the name of a passenger from different classes, including those who worked on board. Throughout the topic, find out more about the people on board and at the end of the topic, find out if their passenger died or survived.
Titanic day - in school-dress as the passenger they were given at the start of the topic
Possibly invite author Lindsay Littleton in - author of The Titanic Detective agency.

Geography/History

The Titanic - keys 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 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

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

Art & D & T

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

R.E

Who is God?

Science

Forces and mechanisms- Marvellous Mechanisms

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, Artic 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 believers express ideas about God? Do all religions and beliefs view God in the same way?
- Philosophical arguments.
- Do the arguments people use to say that God exists make sense?
- Start looking at Islam and then Christians towards Easter.

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 have a go at creating something for your family to eat.*
- *Make a model of the Titanic*
- *Find out about the captain of the Titanic and his role on board the ship*
- *Find out about the different jobs on board the Titanic*
- *What sort of people sailed on the Titanic and why?*
- *Find out about the food on board the Titanic*
- *Research what else was going on in the world at the time the Titanic was built. For example you could find out what was life like for people? What was school like in 1912? Find out about money in 1912. What did notes/coins look like?*
- *Design a ticket to board RMS Titanic. Can you find out how much a ticket would cost different classes of passenger.*

Vocabulary I need to know:

Geography - Sustainable, fair trade, 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 print, collage,, draw, sketch, paint, observe

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.