



Unsinkable

5/6 weeks



Rationale/Intent

Following a delivery of a case which was recovered containing some amazing artefacts, research will reveal the case was from the fated Titanic. As historians, the children will investigate the causes and consequences of this tragic event recording their own responses and feelings in diary entries and news reports. They will pose their questions and follow a line of enquiry to discover more about the event. This will lead them on to become artists and create a painting to capture the mood and nature of the disaster. These will be prominent in our artists gallery which will be a main feature of our Titanic exhibition that will commemorate those who lost their lives in 1912.

As part of our ASCENT values, the children will be demonstrating the values of nurture and excellence, which will be shown through the project outcomes. As part of our British Values, they will show an understanding of democracy and rule of law, through learning the impact of this significant event had on our future laws and how democracy had a part to play in deciding who to save and who was at fault for the sinking of the Titanic.

Hook

A diving expedition came across a case, containing a beautiful antique necklace, a boarding pass, photos, paintings, a diary extract and coins.

Objective: To understand an historical event and how this has impacted the future of the marine industry.

Outcome

A Titanic exhibition and art gallery portraying the fateful journey of the Titanic and the lives of the passengers on it. A discovery trail will be planned for visitors to follow to complete a questionnaire as they move around the exhibition.

English

Link text: Kasper

Main writing tasks

Descriptions about first, second and third class using expanded noun phrases.

Write a diary entry from the viewpoint of one of the passengers.

Write a section of the lookout's log to create a record, over time, of the entire journey.

Write an information text about the Titanic and it's maiden voyage. – outcome poster for museum

Other writing tasks

Carry out research, reading a range of texts to gather background information to broaden your knowledge.

Generate questions for interviews and use the answers to write a diary entry from the viewpoint of one of the passengers.

Writing skills to cover

Questions

Expanded noun phrases

First person

Sentence types

Expanded noun phrases

Temporal connectives:

next, last, an hour later

present tense

past tense

conjunctions

Spelling, Punctuation and Grammar

Common exception words KS1

U spelt o

Ee spelt ey

O spelt a after w and qu

Er spelt or and or spelt ar after w

Past tense

Suffixes –

formation of adjectives by adding “-less”:

help – helpless

Talk 4 Writing strategies

Role play and drama

Text map of diary

History

To know about significant historical events

Explore the artefacts in the case suggesting where they could have come from and the reasons for your ideas and annotate your drawing of the case showing its contents.

To know where events fit with a chronological framework

Order the events of the Titanic to create a timeline from setting sail to the eventual sinking using primary and secondary sources to understand the events.

To know about events beyond living memory that are significant nationally or globally

Examine the causes of the sinking of the Titanic using the range of evidence presented and write your own account with reasons for why these things happened.

Discuss what has been learnt from the sinking of the Titanic that has influenced ships today.

Art

TO know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Compare and contrast a range of artist’s portrayals of the Titanic to see how these are represented using colour, line and tone.

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Experiment with primary watercolours to create different shades of the same colour that you would want to use in a Titanic scene.

Create a pencil drawing of the Titanic from close observation of photographs and paintings representing the ship accurately.

Create a watercolour painting recording the Titanic ship at some point of the journey using techniques and skills of a watercolour artist.

Drawing - I can draw in a range of ways and record experiences and feelings.

I can look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.
Colour - I can mix colours to match those of the natural world – colours that might have a less defined name. I can make as many tones of one colour as possible using primary colours and white.
I can darken colours without using black. Line - I can sketch to make quick records of something.

***Discrete teaching* Science**

Observe and describe how seeds and bulbs grow in to mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy – grow cress

Identify and name a variety of plants

Cultural capital;

ICT – Create a record using google search engine to locate information about the rescue of survivors by the Carpathia.

Application Subject-

PSHE – using Emotional Intelligence, show an understanding of how others felt at different times of the voyage.

Home Learning

Design and make a model of the Titanic making it as accurate as you can using a range of found materials for display in our Titanic exhibition.

Visits and visitors

Trip to SeaCity museum

Parents in for outcome