Term 5 and 6

Topic Sailing, Sinking, Sunk!

What I am learning this term

Key Skills

HOLLINGTON PRIMARY ACADEMY

Subject	I can…..	Where can you find it?
Maths	1. Collect and analyse statistics and other information in order to draw clear conclusions about locations.	1. Iceberg Data (Geography link)
English	1. Journalistic Writing 2. Recount Writing 3. Stories with Suspense 4. Write arguments	1. The Titanic Setting Sail 2. Diaries and Eye Witness Accounts 3. 'The' Night Everything Changed 4. Titanic 2
Science	1. Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. 2. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. 3. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. 4. Investigate whether ice melts quickest in which liquid? ***AP:Plan enquiries, including recognising and controlling variables where necessary.***	1. Parachutes 2. Building boats and mini investigations around water resistance and drag. 3. Use science resources to explain the process.
What is the investigation?	1. How could you raise the wreck of the Titanic (weight) from the bottom of the 'ocean'? ***SE: Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.***	1. Investigate how to raise the wreck of the Titanic.
Computing	1. Use specified screen coordinates to control movement. 2. I can use a "Forever" and "Repeat" loops. 3. Use IF THEN ELSE conditions to control events or objects. 4. Use X and Y coordinates to control the position of sprites 5. Set IF conditions for movements. Specify types of rotation giving the number of degrees. 6. Use lists to create a set of variables. 7. Create a computer game where the sprites interact with each other. ***AP: All – best fit assessment***	1. All key skills are linked into Espresso Coding
Geography	1. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 2. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). ***3. AP: Describe how locations around the world are changing and explain some of the reasons for change.***	1. Compass Work/Navigation at Sea. 2. The Route of the Titanic 3. Look at Global Warming and the impact on oceans – link to size of iceberg then and now. 4. Iceberg data – Maths link

	4. Collect and analyse statistics and other information in order to draw clear conclusions about locations.	
DT	1. Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). 2. Make products through stages of prototypes, making continual refinements. 3. Ensure products have a high quality finish, using art skills where appropriate. 4. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	1. Design a boat that won't sink 2. Production Flow Chart 3. Construct boat(s) - prototypes 4. Test 5. Evaluate
Art	1. Mix textures (rough and smooth, plain and patterned) 2. Sketch (lightly) before painting to combine line and colour. 3. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). 4. ***AP: Combine visual and tactile qualities***	1. Topic Cover 2. Sketch Titanic 3. Sketch Captain Smith (portrait) 4. Ocean Collages
History	1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events. 2. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 3. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 4. ***AP: Use sources of evidence to deduce information about the past.*** 5. ***AP: Understand that no single source of evidence gives the full answer to questions about the past.*** 6. Seek out and analyse a wide range of evidence in order to justify claims about the past. 7. Use dates and terms accurately in describing events.	1. Timeline of events 2. Non-Chronological report writing on the Titanic 3. Diary Writing – first sight of the Titanic and sinking 4. Eye Witness account from Fredrick Fleet (look out). Looking at different accounts of that night and comparing 4. Look at Primary Sources from the time (images, text and audio) and explain what information we can learn from it. 5. Newspaper Article – reporting the sinking of the Titanic. 6. Argument
Community	Speaker from Hastings Fisherman's Museum	
Knowledge of the World	1. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time lines	1. Development of ships over time. 2. Looking at how safety implications have changed ships 3. Concept of unsinkable lifeboats
SEAL	Team work	PE Link - OAA
Aspiration	Building Boats and current jobs available	
British Values		

Homework Ideas
1. Research opportunities
2. Titanic Project – Person Raffle (select a name of a person on board and build a research project around them)

AP: Assessment Point