History

Can I create an advert for the Titanic?
Can I classify the social class of the passengers?
Can I compare what life was like for different passengers on the Titanic?
Can I order and explain the events of the disaster?
Can I research some individuals who travelled on the Titanic?
Can I debate: whose fault was the Titanic disaster?
Can I reflect on what was learnt from the Titanic disaster?

Geographical links:
Can I identify where the Titanic sank?

Skills

Can I interview a Titanic survivor?
Can I write in role of a disaster survivor?
Can I find out how much it cost to travel on the Titanic?
Can I use my knowledge of area and perimeter to design rooms on the Titanic?
Can I gather data about the survivors and victims?
Can I calculate the percentages of passenger classes?

The Arts

Can I design and plan a piece of 3D artefact art?
Can I choose appropriate materials?
Can I invent a story for my artefact?
Can I explain and use a salt wash technique?

Extended learning

- Discover if any relatives were on-board
- Making links with local ship building and Liverpool
- Gathering examples of circuits from home

Why do people remember the Titanic?

Can I compare what life was like for different passengers on the Titanic?

Can I write in role of a Titanic survivor?

Can I represent a disaster?

Can I examine how electricity was used on the Titanic?

Children's experiences and local context

Hook
Trip to Maritime Museum and Tate Liverpool

Science and DT

Can I apply my understanding of circuits to replicate the lights and motors on the Titanic?
Can I make a working model of the Titanic?
Can I create an alarm system for icebergs?

Computing

Can I design a program that simulates lights on a ship?
Can I plan a text-based adventure game on board the Titanic?
Can I reason and explain how my algortithms work?

SMSC

Can I identify what positively and negatively affects my physical, mental and emotional health (including the media)?

Can I recognise that images in the media do not always reflect reality and can affect how people feel about themselves?

*Please see attached POS for National Curriculum coverage.
Objectives in bold-italics are direct Pupil Voice

*Year 6 Spring 1 - Coverage

Science

Electricity

Pupils should be taught to:

- 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

Notes and guidance (non-statutory)
Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols.
Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.
Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.

Art and Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
to create sketch books to record their observations and use them to review and revisit ideas
to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
about great artists, architects and designers in history.

Computing

Pupils should be taught to:
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geography

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

History

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.