

Titanic Recounts and Reports : English : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use descriptive language to describe a setting.	Children will begin their recounts by focusing on descriptive language and the different features that can be used to achieve different effects. The children will begin writing the first section of their recount in role as a passenger of their choice, describing the setting around them as they see the ship for the first time.	<ul style="list-style-type: none"> Can children identify and use effective descriptive language? Are children able to vary their sentence openers effectively to add interest for their audience? Can children build on and improve a sentence to make it more effective? 	<ul style="list-style-type: none"> Slides Character Sheet 1A Character Cards 1A Picture Cards 1A Story Card 1A Challenge Card 1A Sticky notes Teacher Notes 1A (FSD? activity only) Sentence Builder Sheet 1A (FSD? activity only)
Lesson 2	To write a recount using features of writing to build suspense and action.	In this next lesson the children will shift the focus of their writing to build tension and fast-paced action in their writing as the Titanic hits the iceberg and their character tries to escape. They explore how different writing devices can be used to create tension and even discuss foreshadowing as a way of building up suspense.	<ul style="list-style-type: none"> Can children identify features of writing which create or build tension and suspense? Can children use sentence length to change the pace and atmosphere of their writing? Can children make effective choices of words to match the atmosphere they create in their story? 	<ul style="list-style-type: none"> Slides Story Card 2A/2B Challenge Card 2A Text Card 2A
Lesson 3	To use specific language and structural choices to change the pace and mood of a piece of writing.	Children use what they have learnt over the past two sessions to complete their Titanic recount in a chapter where the mood will need to change dramatically between events which take place. The children are challenged to use their word choices and sentence structure to convey these changes in mood and create an effective piece of writing.	<ul style="list-style-type: none"> Can children choose features to create a desired atmosphere or effect in their writing? Are children able to infer a character's emotions through actions? Can children edit and improve a section of their writing? 	<ul style="list-style-type: none"> Slides Story Card 3A/3B Worksheet 3A Worksheet 3B (FSD? activity only)
Lesson 4	To plan and write a script for a televised news report.	Children move on in this lesson to begin looking at news reports and the different mediums that they can be presented in. They analyse the features they find in a televised news report and are challenged to write a script for a filmed news report on the sinking of the Titanic.	<ul style="list-style-type: none"> Can children recognise and use features used in televised news reports? Are children able to identify and include the 5Ws in a news report? Can children include the correct layout for script writing, including 'stage' directions? 	<ul style="list-style-type: none"> Slides Worksheet 4A (optional) Worksheet 4B Information Sheet 4A/4B Audience Cards 4A (FSD? activity only)
Lesson 5	To film and edit together a news report.	Children are challenged to use their scripts from the previous lesson to film and edit together either a televised or radio news report. Children will discuss the key differences between these two mediums and how they might need to make changes to their script or filming process to accommodate these differences.	<ul style="list-style-type: none"> Can children confidently and clearly perform a prepared news report? Can children use the correct tone, language and clarity when delivering a news report? Are children able to using recording equipment to efficiently record a news report? 	<ul style="list-style-type: none"> Slides Filming equipment Children's scripts from previous lesson Space for filming Worksheet 5A/5B Shot List 5A Radio Cards 5A (FSD? activity only)
Lesson 6	To make conscious decisions in writing based on a text's purpose, medium and audience.	Children are challenged to discuss and analyse the different ways that people can access the latest news today. They think about the advantages and disadvantages of each medium before focusing on written news reports in either newspapers or on an online news blog. The children need to make conscious choices about their writing style to convert their scripts from previous lessons into a written news report, basing their decisions on the text's audience and purpose.	<ul style="list-style-type: none"> Can children observe differences between a text written to be performed and one written to be read? Can children make effective choices in their language based on their text's audience and purpose? Are children able to effectively use features of a news report? 	<ul style="list-style-type: none"> Slides Model Text 6A Picture Cards 6A Quote Card 6A Example newspapers Worksheet 6A/6B Writing Frame 6A Laptops (FSD? activity only)