



## Titanic: Cross-Curricular Topic : Year 5/6

### History

1	Discuss and explore the timeline of the Titanic and her maiden voyage.
2	Investigate sources of information which tell us about the Titanic and the people on board.
3	Investigate what life was like aboard the Titanic for each of the classes.
4	Introduce the people who were on board the ship and find out who they were.
5	Gather evidence to back up opinions during a debate about why so many people lost their lives in the Titanic disaster.
6	Reflect on what has changed since the Titanic disaster and how the incident influenced these changes.

- KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### Art

1	Use perspective and foreshortening to create a painting of the Titanic.
2	Explore the use of colours to create effects and moods.
3	Create a 3-D model of the Titanic using clay or recycled materials.

- KS2 - to create sketch books to record their observations and use them to review and revisit ideas
- KS2 - 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]
- KS2 - about great artists, architects and designers in history

## Titanic

A KS2 cross-curricular topic for Year 5 and 6

### English

1	Recounts: Write the first chapter of a passenger's recount using descriptive language.
2	Recounts: Write the second chapter of a passenger's recount, creating suspense.
3	Recounts: Write the final chapter of a passenger's recount focusing on the change of mood.
4	News reports: Script and prepare a televised news report to tell the story of the Titanic disaster.
5	News reports: Film and edit together a news report.
6	News reports: Edit report scripts into a written newspaper report noting key differences.

- use a thesaurus
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- linking ideas across paragraphs using adverbials of time and number or tense choices

### Science

1	Investigate what an iceberg is and why they float.
2	Investigate why a ship floats but a paper clip sinks.
3	Experiment with different conditions which affect how an iceberg melts.

- KS2 - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- KS2 - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- KS2 - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Year 5 - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Year 5 - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

### Geography

1	Plot the course of the Titanic, including the point that it sank, and identify key areas for icebergs.
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- KS2 - 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)
- KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### Computing

1	Create an organised database of the passengers aboard the Titanic.
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- KS2 - 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

# Titanic

## Teacher's Topic Planner

Maths

English  
6 Lessons

PlanBee 

Science  
3 Lessons

PlanBee 

History  
7 Lessons

PlanBee 

Geography  
1 Lesson

PlanBee 

RE

Computing  
1 Lesson

PlanBee 

Art  
3 Lessons

PlanBee 

DT

Languages

Music

# Titanic: Cross-Curricular Topic : Year 5/6

Teacher's notes:

**History**

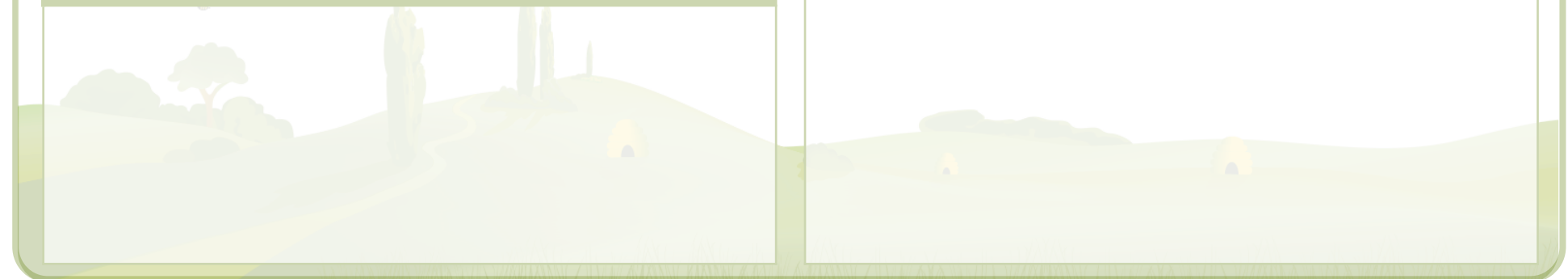
**Science**

**Art**

**English**

**Computing**

**Geography**



# Titanic: Cross-Curricular Topic : Year 5/6

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand why the Titanic was significant.	Children will learn about and discuss the story of the Titanic. They learn about the ship's significance in her time as well as why her maiden voyage stands out in history. Children will create timelines of the Titanic's journey and discuss which points in the story of her sinking are significant. They will also be encouraged to generate their own inquiry questions about the Titanic.	<ul style="list-style-type: none"> <li>Can children name one way in which the Titanic was significant for its time?</li> <li>Can children create a simple timeline of events which led to the Titanic sinking?</li> <li>Can children generate enquiry questions based on learnt knowledge about the Titanic?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Titanic Timeline 1A/1B/1C</li> <li>Sticky notes (optional)</li> <li>Elicitation Headings</li> <li>Worksheet 1A/1B (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To identify different types of historical sources and determine their reliability.	Children discuss the sources of information available to them to investigate the story of the Titanic. They discuss the different types of historical sources and their reliability, including how they can determine if a source is reliable. Children are challenged to investigate sources of information and derive different facts about the Titanic from them.	<ul style="list-style-type: none"> <li>Can children identify a primary/secondary historical source?</li> <li>Can children determine, in their own opinion, how reliable a source is?</li> <li>Can children generate their own inquiry questions based on a historical source?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sources Pack 2A</li> <li>Worksheet 2A/2B/2C</li> </ul>
<b>Lesson 3</b>	To investigate what life was like on board for the different classes.	In this lesson the children take a closer look at the interior and design of the ship from a passenger's point of view. They explore what the cabins, leisure time and dining areas were like for each passenger class and use sources and research to determine what class some different passengers were from.	<ul style="list-style-type: none"> <li>Can children describe the reasons why passengers were on the Titanic?</li> <li>Are children able to identify sources of information that would be suitable to answer an inquiry question?</li> <li>Can children describe the differences between the three classes aboard the Titanic?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B</li> <li>Source Cards 3A</li> <li>Magnifying glasses for investigating sources (optional)</li> <li>Worksheet 3C (FSD? activity only)</li> <li>Titanic Letters 3A (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate the people on board the Titanic.	This lesson introduces the children to some famous people aboard the Titanic and the roles they played in her journey, and the sinking. They use character profiles and research to find out as much as possible about the passengers and have the opportunity to role-play as their chosen character to step into their shoes and explore what it might have been like for these people as the ship was sinking.	<ul style="list-style-type: none"> <li>Can children identify some of the passengers who were on board the Titanic?</li> <li>Are children able to suggest suitable sources to gain information to answer an inquiry question?</li> <li>Can children conduct suitable independent research into a given topic?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Passenger Cards 4A</li> <li>Worksheet 4A/4B/4C</li> <li>Research Questions 4A</li> <li>Access to the internet</li> <li>Hot seating equipment e.g. costumes, special chair etc. (optional) (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To gather evidence to back up opinions.	Children are challenged to create their own opinions on the incident of the Titanic sinking as they explore the different reasons historians have investigated as the reason the Titanic sank and so many people lost their lives. The children will learn about some of the causes for the great loss of life and must determine which they feel was the main contributor for so many people dying in the sinking in a debate.	<ul style="list-style-type: none"> <li>Can children express their own opinion on an event?</li> <li>Are children able to use evidence to back up their opinions?</li> <li>Can children express their opinions, orally or in written form, succinctly and effectively?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Titanic Cards 5A</li> <li>Worksheet 5A/5B</li> <li>Fact Sheet 5A</li> <li>Debate Sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To reflect on how the sinking of the Titanic changed following events.	Children are challenged to reflect on how major events in history can change the way countries, governments and societies act. They look into the Titanic and investigate how this incident helped inspire changes in how safety at sea was handled internationally. They are challenged to take facts they know about the sinking of the Titanic and explore how this created change, improving future passenger safety.	<ul style="list-style-type: none"> <li>Can children identify key historical events which changed history?</li> <li>Are children able to reflect on what could have happened if a key historical event did not happen?</li> <li>Can children identify how an event influenced a change in history?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B</li> <li>Change Cards 6A</li> <li>End of Unit Quiz</li> <li>Worksheet 6C/6D (FSD? activity only)</li> </ul>

# Titanic: Cross-Curricular Topic : Year 5/6

ART				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore perspective in photographs and drawings.	In this first lesson the children will explore different photographs and paintings of the Titanic, investigating how the Titanic has been made to look bigger, or how the artist/photographer has used perspective. The children are challenged to use vanishing points on their horizon lines to draw a perspective drawing of the Titanic, or use photography and a model to explore how they can use foreshortening to make the model look bigger or smaller in a photograph.	<ul style="list-style-type: none"> <li>• Can children identify ways in which an artist has used perspective in their work?</li> <li>• Can children describe what a horizon line and a vanishing point are?</li> <li>• Can children use perspective in their own work to add depth, or make an object seem larger or smaller?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B</li> <li>• Picture Cards</li> <li>• Net Template 1A/1B (FSD? activity only)</li> <li>• Cameras or tablets (FSD? activity only)</li> <li>• Challenge Cards 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore how colour can change the mood or effect of a painting or picture.	Children are introduced to Stöwer's iconic painting 'The Sinking of the Titanic' and discuss the content and why it has become so famous. They investigate more recent edits of the painting in which colour has been added and how this changes the mood and effect of the painting before recreating it with their own choices of colour and mood.	<ul style="list-style-type: none"> <li>• Are the children able to analyse a painting's features and colour choices?</li> <li>• Can children describe how colours create an effect in a painting?</li> <li>• Are children able to create an intended effect through choice of colour in their own paintings?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 2A (optional)</li> <li>• Worksheet 2B/2C</li> <li>• Picture Card 2A</li> <li>• Paints and painting tools</li> <li>• Plain paper (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To create a 3-D model of the Titanic.	Children look at the key features of the Titanic which make it recognisable as the famous ship. Children will discuss the best way to recreate these features when making a 3-D model of the ship through the modelling process or when decorating. They are then challenged to use various techniques to replicate the ship using clay or recycled materials.	<ul style="list-style-type: none"> <li>• Can children identify features of a ship that make it recognisable?</li> <li>• Can children recreate a ship using clay or recycled materials?</li> <li>• Are children able to make decisions about which material or implement would be best suited for a purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Picture Cards 3A</li> <li>• Worksheet 3A/3B</li> <li>• Instruction Sheet 3A</li> <li>• Clay</li> <li>• Dowel rods</li> <li>• Paint to decorate</li> <li>• Recycled materials (FSD? activity only)</li> </ul>

COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To create a database of passenger information using spreadsheet software.	In this lesson children will be presented with a selection of passengers and crew from the Titanic and some information about each of them. After being challenged to find information to answer questions the children will use a spreadsheet database to organise, sort and find information on the passengers to make answering the questions easier.	<ul style="list-style-type: none"> <li>• Can children describe one of the reasons one might use a database?</li> <li>• Are children able to sort data into clear tables?</li> <li>• Can children use their databases effectively to find specific data?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Passenger Cards 1A</li> <li>• Laptops</li> <li>• Challenge Cards 1A/1B/1C</li> <li>• Challenge Cards 1D/1E (FSD? activity only)</li> </ul>

# Titanic: Cross-Curricular Topic : Year 5/6

SCIENCE			
Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b> To investigate what an iceberg is and why they float.	Children will investigate and discover how icebergs are formed and what it is that makes them float on water, in particular because of their density and the density of salt water. They carry out investigations based around how adding salt to water to make salt solutions can change the water's density, making objects that would normally sink, float.	<ul style="list-style-type: none"> <li>Can children define the word density?</li> <li>Are children able to use the word density to explain how an iceberg floats?</li> <li>Can children use scientific vocabulary and reasoning to explain their observations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Equipment as outlined on the relevant Teacher Notes</li> <li>Teacher Notes 1A</li> <li>Teacher Notes 1B (FSD? activity only)</li> <li>Worksheet 1D/E (FSD? activity only)</li> <li>Food colouring (FSD? activity only)</li> </ul>
<b>Lesson 2</b> To investigate how ships float.	In this lesson the children will learn about the buoyant force which acts against gravity to keep things afloat. They are introduced to Archimedes and his principle on water displacement and how the shape of a ship's hull uses this principle to keep it afloat. Children are challenged to use their learning to create the best-shaped hull to keep a foil boat afloat with the most weight, or to investigate how bulkheads can help keep a ship afloat.	<ul style="list-style-type: none"> <li>Can children describe what water displacement is?</li> <li>Can children describe what density is and what it has to do with floating objects and buoyancy?</li> <li>Are children able to explain why a paper clip sinks, but a ship floats?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Paper clip</li> <li>Container of water</li> <li>Foil</li> <li>Small weights e.g. marbles, pennies etc.</li> <li>Teacher Notes 2A (FSD? activity only)</li> <li>Instruction Cards 2A (FSD? activity only)</li> <li>Two-litre bottles, three per group (FSD? activity only)</li> </ul>
<b>Lesson 3</b> To investigate different conditions which affect the melting process.	Children conduct different experiments to investigate how salt can affect how ice melts and the reasons behind this phenomenon. They are challenged to think of their own enquiry questions and plan an investigation to answer them, including the use of a control test and variables.	<ul style="list-style-type: none"> <li>Can children describe the melting process for water?</li> <li>Can children generate enquiry questions for a scientific investigation?</li> <li>Are children able to make careful observations and measurements in an investigation?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Teacher Notes 3A</li> <li>Worksheet 3A/3B/3C</li> <li>Ice cubes</li> <li>Equipment outlined on relevant Teacher Notes</li> <li>Teacher Notes 3B (FSD? activity only)</li> <li>Worksheet 3D (FSD? activity only)</li> </ul>

GEOGRAPHY			
Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b> To use latitude and longitude co-ordinates to locate important places in the Titanic's journey.	Children will learn about how latitude and longitude can be used to describe a location around the world. They will practise finding co-ordinates of a location and then locating a place from its co-ordinates. They then apply their learning to locations which are significant to the Titanic and her maiden voyage.	<ul style="list-style-type: none"> <li>Can children identify lines of latitude and longitude on a map?</li> <li>Are children able to find the co-ordinates of a given location?</li> <li>Can children find the location of given co-ordinates?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Atlases</li> <li>Worksheet 1D (FSD? activity only)</li> <li>Laptops (optional) (FSD? activity only)</li> </ul>

# Titanic: Cross-Curricular Topic : Year 5/6

ENGLISH				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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"> <li>• Can children identify and use effective descriptive language?</li> <li>• Are children able to vary their sentence openers effectively to add interest for their audience?</li> <li>• Can children build on and improve a sentence to make it more effective?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Character Sheet 1A</li> <li>• Character Cards 1A</li> <li>• Picture Cards 1A</li> <li>• Story Card 1A</li> <li>• Challenge Card 1A</li> <li>• Sticky notes</li> <li>• Teacher Notes 1A (FSD? activity only)</li> <li>• Sentence Builder Sheet 1A (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	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"> <li>• Can children identify features of writing which create or build tension and suspense?</li> <li>• Can children use sentence length to change the pace and atmosphere of their writing?</li> <li>• Can children make effective choices of words to match the atmosphere they create in their story?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Story Card 2A/2B</li> <li>• Challenge Card 2A</li> <li>• Text Card 2A</li> </ul>
<b>Lesson 3</b>	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"> <li>• Can children choose features to create a desired atmosphere or effect in their writing?</li> <li>• Are children able to infer a character's emotions through actions?</li> <li>• Can children edit and improve a section of their writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Story Card 3A/3B</li> <li>• Worksheet 3A</li> <li>• Worksheet 3B (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	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 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"> <li>• Can children recognise and use features used in televised news reports?</li> <li>• Are children able to identify and include the 5Ws in a news report?</li> <li>• Can children include the correct layout for script writing, including 'stage' directions?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 4A (optional)</li> <li>• Worksheet 4B</li> <li>• Information Sheet 4A/4B</li> <li>• Audience Cards 4A (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	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"> <li>• Can children confidently and clearly perform a prepared news report?</li> <li>• Can children use the correct tone, language and clarity when delivering a news report?</li> <li>• Are children able to using recording equipment to efficiently record a news report?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Filming equipment</li> <li>• Children's scripts from previous lesson</li> <li>• Space for filming</li> <li>• Worksheet 5A/5B</li> <li>• Shot List 5A</li> <li>• Radio Cards 5A (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	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"> <li>• Can children observe differences between a text written to be performed and one written to be read?</li> <li>• Can children make effective choices in their language based on their text's audience and purpose?</li> <li>• Are children able to effectively use features of a news report?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Model Text 6A</li> <li>• Picture Cards 6A</li> <li>• Quote Card 6A</li> <li>• Example newspapers</li> <li>• Worksheet 6A/6B</li> <li>• Writing Frame 6A</li> <li>• Laptops (FSD? activity only)</li> </ul>