PlanBee Cross-Curricular Assessment : Titanic: KS2

		Received a series of the serie						
	1	Can children identify and use effective descriptive language?						
	Lesson 1	Are children able to vary their sentence openers effectively to add interest for their audience?						
	Le	Can children build on and improve a sentence to make it more effective?						
	2	Can children identify features of writing which create or build tension and suspense?						
	Lesson	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?						
	60	Can children choose features to create a desired atmosphere or effect in their writing?						
	Lesson :	Are children able to infer a character's emotions through actions?						
lish	Le	Can children edit and improve a section of their writing?						
English	4	Can children recognise and use features used in televised news reports?						
	Lesson 4	Are children able to identify and include the 5Ws in a news report?						
	Le	Can children include the correct layout for script writing, including 'stage' directions?						
Ì	Lesson 5	Can children confidently and clearly perform a prepared news report?						
		Can children use the correct tone, language and clarity when delivering a news report?						
	Le	Are children able to use recording equipment to efficiently record a news report?						
	9	Can children observe differences between a text written to be performed and one written to be read?						
	Lesson	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?						

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		Coroup: AnBee Tanaic Term:						
	_	Can children name one way in which the Titanic was significant for its time?						
	Lesson 1	Can children create a simple timeline of events which led to the Titanic sinking?						
	Le	Can children generate inquiry questions based on learnt knowledge about the Titanic?						
	2	Can children identify a primary/secondary historical source?						
	Lesson 2	Can children determine, in their own opinion, how reliable a source is?						
		Can children generate their own inquiry questions based on a historical source?						
	60	Can children describe the reasons why passengers were on the Titanic?						
>	Lesson 3	Are children able to identify sources of information that would be suitable to answer an inquiry question?						
History	Fe	Can children describe the differences between the three classes aboard the Titanic?						
	4	Can children identify some of the passengers who were on board the Titanic?						
	Lesson 4	Are children able to suggest suitable sources to gain information to answer an inquiry question?						
	Le	Can children conduct suitable independent research into a given topic?						
	5	Can children express their own opinion on an event?						
	Lesson !	Are children able to use evidence to back up their opinions?						
	Le	Can children express their opinions, orally or in written form, succinctly and effectively?						
	9	Can children identify key historical events which changed history?						
	Lesson	Are children able to reflect on what could have happened if a key historical event did not happen?						
	Ľ	Can children identify how an event influenced a change in history?						

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	Lesson 1	Can children identify ways in which an artist has used perspective in their work? Can children describe what a horizon line and a vanishing point are? Can children use perspective in their own work to add depth, or make an object seem larger or									
Art	Lesson 2	smaller? Are the children able to analyse a painting's features and colour choices? Can children describe how colours create an effect in a painting? Are children able to create an intended effect through choice of colour in their own paintings?									
	Lesson 3	Can children identify features of a ship that make it recognisable? Can children recreate a ship using clay or recycled materials? Are children able to make decisions about which material or implement would be best suited for a purpose?									
Geography	Lesson 1	Can children identify lines of latitude and longitude on a map? Are children able to find the co-ordinates of a given location? Can children find the location of given co-ordinates?						 			
Computing	Lesson 1	Can children describe one of the reasons one might use a database? Are children able to sort data into clear tables? Can children use their databases effectively to find specific data?									

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