

## English

- Diary Entries – based on Titanic stimulus from a survivor from various classes
- Postcards – Short writing task from port
- Advertisements – Persuading to take a booking / Persuasive brochure detailing aspects of ship
- Radio Advertisements – dialogue
- Journalistic writing – Writing a newspaper based upon Titanic of natural disaster
- Poems – Pearl of the ocean
- Hot seat / drama/ debate - Who's to blame for the sinking?
- Freeze-framing to show scenes which include survivors, families of some of the passengers, and the builders of the ship
- Conscience alley
- Pirates – Real pirates biography
- Pirates of the Caribbean scene description
- Non Chronological report on the Titanic – Unsinkable ship or natural disasters – tsunamis, hurricanes, avalanche etc.
- Contrasting setting description Polar Express
- Biography Scott & Amundsen
- Weather blog
- write a diary entry to show what Theodore Dreiser – a novelist who had a ticket to sail on the Titanic but changed his mind at the last minute - might have felt when he found out about the sinking
- Write a letter home from a passenger on board the Titanic
- Present my findings from our buoyancy experiment in the form of a scientific lab report.
- create a travel leaflet or brochure about New York
- Narrative - My Story: Titanic by Ellen Emerson White
- Flashback narrative

## Year 4 Curriculum Links – Autumn

# Braving the elements



Drama role play of voyage journey/ Ice to experience assign children a ticket and class and allocate food accordingly

### Enrichment:

Theatre Group Pirate

### Immersion:

## Mathematics

- Co-ordinates - Battleships with Icebergs to avoid
- Titanic problem solving questions
- Data handling based upon the passenger information
- Drawing graphs to display different costings or death tolls from natural disasters across the world.
- Pie charts to display number of passengers from each class on board Titanic.
- Measurements – Number of people to fit in cabins on real life scale
- Estimations – To the actual size of the ship in real life comparisons
- Measuring angles size of the ship sinking and linking to time.

## Geography

- To identify and locate where the countries of the main natural disasters have occurred across the world - Use mapping skills and a range of maps and atlases to locate To map the fateful journey of the Titanic on its maiden voyage from Southampton its intended route on a map, pinpoint roughly where the wreck of the Titanic lies on a map
- Map the arctic expedition journeys of significant explorers.
- Discuss the land features of hurricane valley
- QR code links to a Google Maps treasure hunt created on the Terraclues website
- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones

## PE

- Use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## History

- To understand Edwardian Britain
- To know the difference between primary and secondary sources
- To be able to explain the changes that took place in sea safety after the sinking of the Titanic.
- To understand how the sinking of the Titanic had a significant turning point in British history and future ship voyages the ship (its construction, voyage, crew, ownership, history);
  - Its cultural significance (iconic status, representation of Edwardian society, art, architecture, class, confidence in engineering and science); design changed, the story of the disaster (events, causes, repercussions, effects).
- How the disaster became a metaphor for the decline of Victorianism

## Music

- Listen to Music of the Titanic (Edwardian Era) those reflected by the different classes
- Compose a piece of music to reflect the emotions of given scenes.
- Compose a piece of instrumental music based on a theme.
- Exploring descriptive sounds – play Titanic: Music from the Motion Picture, James Horner
- Compose a short piece of percussive music to mimic the sounds of the Titanic's boiler room;
- listen to the style of music played by the musicians of the Titanic as the ship sank
- Discuss the way that different excerpts of music make me feel.

## Science

- Design better lifeboats, and test different materials for an insulated lifejackets. STEM project
- Investigating Icebergs
- Test Titanic watertight compartments
- How Long Did The Titanic Stay Afloat For?
- Titanic friction investigation
- Discuss possible circuits that Thomas Andrews designed for the lighting on board Titanic –

### States of matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being

## DT

- Build a Titanic - Which floats/ sinks linked to Science.
- Diorama of a scene from the Titanic
- To plan and cook a 3 course meal menu for the different classes on board based upon ingredients taken on-board.

## SMSC

- To understand the differences in social classes in the past.
- Evaluate the rights that I think the first class passengers had compared to the rights of the third class passengers
- Discuss whether or not 'women and children first' was a form of discrimination
- explain how being in a particular 'class', for example, first or third class, changed a passengers chance of survival;
- Discuss whether or not 'women and children first' was a fair way of evacuating the ship.

## MFL

- Revision of colours
- Parts of the body
- Revision of adjectives
- Revision of asking for French translation
- Zoo Animals
- Christmas Celebrations Revision of body parts linked to the Snowman and Snowdog, French songs
- Listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

## Art & Design

- Draw self-portrait Silhouettes
- To make a 'porthole picture', showing what could be seen through one of the windows as the ship set sail
- To recreate the painting 'Plymouth Harbour', which hung on a wall inside the Titanic
- Learn about great artists, architects & designers – including the designers and creators of Titanic

## RE

- Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism
- Theme: Life of the Buddha Key Question: Is it possible for everyone to be happy? Religion: Buddhism
- Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity

## Computing

- Create a virtual journey of the Titanic
- Create a digital fact file about the Titanic