



Learning objectives and skills

Advent		Lent		Pentecost	
The Titanic		London Past and present		Serving others - Great Lives	
<p>1. What do we know about the Titanic? KWL grid</p> <p>2. I can create a newspaper front page about the Maiden voyage of the Titanic – the unsinkable.</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time <p>3: I can describe the route the Titanic was taking.</p> <p>4: I can understand the reasons different passengers were sailing on the Titanic</p> <ul style="list-style-type: none"> Compare pictures of people or events in the past Discuss reliability of accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time <p>5: To understand what was special about the Titanic</p> <ul style="list-style-type: none"> Compare pictures of people or events in the past Discuss reliability of accounts/stories Use a source – observe or handle sources to answer questions about the past on the basis of simple observations <p>6: To write letters describing the experiences of different Titanic passengers</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time 	<p>7: To share letters describing the experiences of different Titanic passengers</p> <p>8: I can describe the events of the Titanic in order</p> <ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life <p>Describe memories of key events in lives</p> <p>9: To create a story map of the events of the Titanic</p> <p>10: To write a newspaper article of sinking of Titanic.</p> <p>11: What lessons can engineers learn from Titanic?</p> <ul style="list-style-type: none"> Recognise why events happened and what happened as a result <p>12: To produce a Fact file for parents to summarise what we have we learnt.</p> <ul style="list-style-type: none"> Communicate their knowledge through: <ul style="list-style-type: none"> Discussion... Drawing pictures... Drama/role play... Writing... 	<p>1. I can find out some of the ways in which London has changed.</p> <p>2. I can find out some of the ways in which London has changed.</p> <ul style="list-style-type: none"> Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories <p>3. I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.</p> <p>4. I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.</p> <ul style="list-style-type: none"> Compare pictures of people or events in the past Discuss reliability of accounts/stories <p>5. I can find out about how the Great Fire started</p> <p>6. I can find out about how the Great Fire and spread across London.</p> <ul style="list-style-type: none"> Recognise why events happened and what happened as a result Sequence the timeline of the 6 days of the fire using reference book Communicate their knowledge through: <ul style="list-style-type: none"> Discussion... Drawing pictures... Drama/role play... Writing... 	<p>7. I can understand how the Great fire was stopped.</p> <p>8. I can find out how London was rebuilt after the Great Fire.</p> <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <p>9. I can understand how we know about the Great Fire of London.</p> <p>10. I can understand how we know about the Great Fire of London.</p> <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <p>11. I can show what I have learned about the Great Fire</p> <p>12. I can show what I have learned about the Great Fire</p> <ul style="list-style-type: none"> Communicate their knowledge through: <ul style="list-style-type: none"> Discussion... Drawing pictures... Drama/role play... Writing... 	<p>1. I can explain what makes a person significant.</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time <p>2. I can explain the difficulties Florence Nightingale faced.</p> <p>3. I can explain how Florence Nightingale improved nursing.</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time <p>4. I can explain the difficulties Mary Seacole faced.</p> <p>5. I can explain how Mary Seacole showed resilience in order to change the lives of others.</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories Communicate their knowledge through: <ul style="list-style-type: none"> Discussion... Drawing pictures... Drama/role play... Writing... 	<p>6. I can explain who Edith Cavell was</p> <p>7. I can explain how Edith Cavell influenced nursing</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result <p>8. I can explain who St (Mother) Teresa was</p> <p>9. I can explain how St Teresa served others</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result <p>10. I can compare the lives of different nurses.</p> <p>11. I can interview a nurse about their lives today</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different time Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories Communicate their knowledge through: <ul style="list-style-type: none"> Discussion... Drawing pictures... Drama/role play... Writing...


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#BTK and Links with other subjects

Geography – The Oceans and Continents Literacy – Explanation writing (newspaper) Letter writing – Science – Steam travel		Cross curricular writing Art DT – Tudor houses	Cross curricular writing	Cross curricular writing RE	Cross curricular writing RE
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Vocabulary

Ice berg Life jacket Ocean Lower Upper deck Life boat Atlantic Classes Crew Captain Steam powered	Fire, exploded, spread, squirt, quickly, fire hook, boat, bucket, climbed, house, close together, wooden, destroyed, escaped, rebuild, building, Samuel Pepys, King Charles II, Thomas Farriner, John Evelyn, soldiers, London, Bakery, Pudding Lane, River Thames St Pauls Cathedral		significant, important, famous, person, people, reason, nurse. Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, problem, solution. Mary Seacole, healer, challenges, overcome, racial prejudice, British Hotel, herbal remedies	Edith Cavell, World War One, Belgium, Germany, invaded, Allied, escape, arrest, treason, execution. Saint Mother Teresa compare, comparison, similar, similarities, different, differences remember, remembered, memorial, inspired, changed, attitudes.
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	I can
Chronological Understanding	<ul style="list-style-type: none"> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different time
Interpretation of history	<ul style="list-style-type: none"> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories
Historical Enquiry	<ul style="list-style-type: none"> • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
Organisation and communication	<ul style="list-style-type: none"> • Communicate their knowledge through: <ul style="list-style-type: none"> o Discussion....



I can

- Drawing pictures...
- Drama/role play..
- Making models.....
- Writing..
- Using ICT...