

Y2 Unsinkable? Learning Sequence

Synopsis: Children will focus on a significant event in history: the sinking of the Titanic. They write a recount or diary of the events as they unfolded.

In **Science**, children examine everyday materials and their different uses with links to their properties eg buoyancy.

In **History**, children learn that the past is constructed from a range of sources and is represented in different ways.

In **Art**, children create a sculpture fit for the first-class cabins.

In **D&T**, children design and make a replica of the Titanic, drawing on its key features.

In **Computing**, children use search engines effectively to find answers to historical questions.

Curriculum areas: English, Science, History, Art, D&T and Computing

Length of theme: 6 weeks

English

Write a diary entry from a passenger's perspective.

English Objectives

Comprehension

- Discuss and express views about a wide range of texts at a level beyond that at which they can read independently
- Discuss and clarify meaning of new words/phrases

Word Reading

- Read accurately words of two or more syllables that contain graphemes taught so far

Text Structure & Features

- Write for different purposes (diary recording historical event)
- Write about real events, recording these simply and clearly

Grammar & Punctuation

- Use subordination (as, when, because)
- Use co-ordination (and, so, but)
- Use present/past tense correctly and consistently, including

English Learning Sequence

- Recap what we know about diaries and how they can often tell us about things that happened in the past
- Share some examples of diaries (real life and fictional) eg Samuel Pepys, Anne Frank, Adrian Mole and read extracts from them – discuss what they tell us about the person who wrote it and the time in which it was written
- Read the writing example of a diary (resource pack) – who wrote it? What does it tell us about the Titanic? Gather words and phrases eg *opulent*, *decadent* and check pupils understanding of them
- Watch animations, look at pictures and read descriptions of first- and third-class accommodation on board the Titanic and generate words and phrases to describe
- Hot seat each other to gain insight into experience on ship
- Orally rehearse and gather key words and phrases for diary – decide which part of the voyage to talk about eg as ship sets sails, when it hits iceberg

<p>progressive forms of verbs</p> <ul style="list-style-type: none"> Use sentences with different forms: statements, commands, questions and exclamations <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> Plan/say aloud what they are going to write Write down key words/ideas/vocabulary Evaluate own writing with teacher/other pupils Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form Proofread for errors in spelling, grammar and punctuation <p>In addition to the above, teachers should apply general spelling rules and guidance, as listed in English Appendix 1 and ensure concepts and skills outlined in English Appendix 2 are also addressed.</p>	<ul style="list-style-type: none"> Stretch by writing two contrasting parts of voyage (calm v panic) or from different passenger's perspective Model writing diary using skills taught to date including range of sentence types, sentences with different forms, contractions
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English

Write a recount of the Titanic's voyage across the Atlantic.

<p>English Objectives</p> <p>Text Structure & Features</p> <ul style="list-style-type: none"> Understand the structure of non-fiction books Write for different purposes (historical comparison) <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> Use subordination (as, when, because) Use co-ordination (and, so, but) <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> Plan/say aloud what they are going to write Write down key words/ideas/vocabulary Evaluate own writing with teacher/other pupils Re-read for sense and check that verbs that indicate time are used correctly, including verbs in the continuous form Proofread for errors in spelling, grammar and punctuation 	<p>English Learning Sequence</p> <ul style="list-style-type: none"> Give children key dates and times regarding the Titanic's voyage eg when it left Southampton, when it set off across the Atlantic. Can they order them? Orally recount what happened at each stage. Once ordered, children watch animations of voyage and take notes/add details to each section Use notes and key ideas to develop into complete sentences (see writing example) Develop understanding of cohesion by using adverbs and adverbials eg After that, Just then, As soon as it hit the iceberg, Grammar session on sentence openers. Give children a main clause and see if they can start in different ways: adverb/adverbial, subordinate clause Model how to write recount ensuring that events are in correct order and detail added
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In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Ensure children are using appropriate tense consistently throughout writing

Science

Examine everyday materials and their different uses with links to their properties eg buoyancy.

Science Objectives

Working Scientifically

- Ask and raise their own scientific questions
- Use first-hand practical experiences to find answers
- Gather and record data using diagrams, words and charts
- Perform simple tests
- Observe closely
- Discuss what they have found out
- Use simple equipment

Scientific Knowledge

- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, stretching and twisting

Science Learning Sequence

- Recap children's understanding of materials and what they are used for
- Focus on properties of each and describe these using scientific language
- Go on a hunt round school to find different materials and identify what their various uses are eg wood for doors, wood for tables
- Thinking about the Titanic interior and exterior, consider the materials used for various parts eg hull, staircase, cabin furnishings
- Challenge children to create a miniature lifeboat that is buoyant, allowing them to choose from a range of materials
- Children generate scientific questions that can be tested eg which materials float
- Encourage children to manipulate materials by twisting, bending, folding etc.
- Observe and record what they find out and make links to other curriculum areas eg D&T

History

Learn that the past is constructed from a range of sources and is represented in different ways.

History Objectives

- Use a range of artefacts, pictures, stories and online sources to answer historical questions
- Understand different representations of the past by drawing comparisons

History Learning Sequence

- Recap what is meant by a timeline and review understanding of chronology to date (using class timeline so far)
- Explore images, pictures, videos and diary accounts showing what it was like to set sail as a first-class passenger on the Titanic.

- Ask a wide range of questions about the past using parts of stories and sources
- Describe and understand the significance of historical events beyond living memory (nationally or globally)
- Describe key people from the past who have contributed to national and international achievements and understand their significance
- Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods
- Know about changes within living memory and how they affected changes in national life
- Know about local historical events, people and places
- Use a wider range of historical vocabulary eg decade, century, source

Record this information

- Create similarities and differences for the two experiences, using historical evidence to support recordings (range of sources)
- Explore the key events in the chronology of the Titanic's voyage, from setting sail from Southampton to colliding with iceberg/sinking
- Order these key events, dates and times on a timeline that solely represents the voyage of the Titanic

Art

Create a sculpture fit for the first-class cabins.

Art Objectives

- In sculpture, create and combine shapes to make recognisable shapes
- Use range of pencils to draw lines of different lengths/thickness and show pattern using dots and lines
- Use correct artistic vocabulary
- Use and apply art and design techniques in using colour, patterns, texture, line, shape, form and space with a range of materials
- Describe differences and similarities and make links to own work

Art Learning Sequence

- Look at images of different sculptures relating to Titanic, ocean, ships etc. and discuss what a sculpture is
- Examine the work of Henry Moore (famous sculptor)
- Using historical knowledge, decide what sculpture to create (eg iceberg, opulent item found in first-class, memorial for Titanic)
- Using own choice of media, design and draw sculpture
- Discuss this design with peers to reflect on how the current design will reflect historical aspect/natural aspect of the Titanic
- Create the sculpture using own choice of materials and display final piece to group

D&T

Design and make a replica of the Titanic, drawing on its key features.

<p>D&T Objectives</p> <ul style="list-style-type: none"> • Design products for others and themselves that are purposeful, functional and appealing • Build structures, exploring ways to stiffen, stabilise and strengthen • Select from and use a wide range of materials and components according to their characteristics • Select from and use a wide range of tools and equipment to perform practical tasks • Evaluate own ideas and designs against given design criteria • Explore and evaluate a range of existing products 	<p>D&T Learning Sequence</p> <ul style="list-style-type: none"> • Investigate why the designers of the Titanic thought this ship was 'unsinkable' • Share a cross-section of the ship and analyse (eg the number of hulls, different layers of ship including below water line) • Share challenge of replicating a boat design, with two main purposes: <ul style="list-style-type: none"> • Buoyancy of design • Use of material to prevent water penetrating • Use a range of materials to build the most effective boat in line with design criteria • Test all the boats as a class and record findings • Evaluate and note common trends / most effective materials
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Computing

Use search engines effectively to find answers to historical questions.

<p>Computing Objectives</p> <ul style="list-style-type: none"> • Recognise some common uses of information technology beyond school 	<p>Computing Learning Sequence</p> <ul style="list-style-type: none"> • Understand what a website/internet is • Know how to input appropriate question into search engine eg Google • Instruct how to use websites and navigate the journey around them • Guided groups, model how to use the backward/forward button and hyperlink • Recap on number of different technologies that exist at home and discuss different technologies use by people who help (eg computers at doctor's surgery, library barcode readers)
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