

Summer Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Question	What was the unveiling and boarding of the Titanic like?	When where, how and why was the Titanic built?	What was life in the UK like at the time of the Titanic? Key lines of enquiry - Who was the Monarch at the time (1908 - 1912)	Where was the Titanic travelling to and why? What was life like in US (New York) at the time? (Comparisons between the two and why people would want to travel)	Why/how did the Titanic sink and could it have been prevented?	How did the passengers on the Titanic differ?	Is it fair that 1st class passengers were valued more? Is it fair that women and children were allowed in to the life boats first? Was it fair that 3rd class passengers were asked to get on the life boats last?	What impact has the Titanic had on sea travel around the world today?				
Skills	I can make assumptions and ask questions about historical periods based on evidence. LINK TO READING 2d retrieval 2d inference	Y5 - I can use a range of historical sources and evidence to gain a more accurate understanding of history Y6 - I can select and use the most appropriate source of evidence to gather information			Y5 - I can place historical events (using dates) in chronological order on a timeline in relation to prior events that we have studied Y6 - I can place historical events (using dates) in chronological order on a timeline making links to events we have studied	I know the key events leading up to the Titanic sinking. I know that Mr Andrew Bruce Ismay (managing director of the White Star Line) and Edward John Smith (Captain) gave the orders on the ship. I know how many people died and survived.	I know some of the experiences 1st class passengers had aboard the Titanic. I know some of the experiences 3rd class passengers had.	I can make assumptions and ask questions about historical periods based on evidence.	I can choose how to communicate comparisons from different historical periods		I can evaluate and analyse creative works using the language of art, craft and design	
History	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	
Question	How do people worship?											
Skills	I can understand how people can be spiritual in their worship.	I can understand how people can be spiritual in their worship.	I can understand and explain how and why Muslims pray	I can understand and explain how and why Jews pray	I can understand and explain how and why Muslims and Jews pray	I can investigate the meaning of prayer in these communities, considering questions about who prays.	I can investigate the meaning of prayer in these communities, considering questions about who prays.	I can consider why some people believe God answers their prayers.	I can consider why some people believe God answers their prayers.	I can consider the values expressed in prayers for myself, connecting ideas from different religions.		
Knowledge	I know that prayer is a key part of worship. It builds a relationship between the person and God.	I can explain how people do an act of worship for God, Islam give in charity, be good to your neighbour (I & C) and so on. For non religious groups an act of kindness may be similar for an act of worship.	I know why people of faith pray. I know the ways in which Muslims (5 daily prayers pillars of Islam) and Jews observe fasting. I know for religious people that fasting is designed to support their faith.	I know why people of faith pray. Jews (T times a day, book-addur) worship/pray. I know the ways in which Muslims (5 daily prayers pillars of Islam) and Jews observe fasting. I know for religious people that fasting is designed to support their faith.	I can explain why Muslims and Jews observe fasting. I know for religious people that fasting is designed to support their faith.	I can explain what it means to pray address a prayer to God or another deity. I know I can pray (silent whisper) if I need to and can support/invite support my arguments of belief and God.	I can investigate the meaning of prayer in these communities, considering questions about who prays. I can explain what it means to pray address a prayer to God or another deity. I know I can pray (silent whisper) if I need to and can support/invite support my arguments of belief and God. I can consider why some people believe God answers their prayers.	I can give examples of people of faith praying to God and their prayers are answered. (refer to some religious stories)	I can consider why some people believe God answers their prayers.	I can consider the values expressed in prayers for myself, connecting ideas from different religions.		
RE	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	
Question	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	Relationships	
Skills	I know how to make friends.	I try to solve friendship problems when they occur.	I help others to feel part of a group.	I show respect in how I treat others.	I know how to help myself and others when I've felt upset or hurt.	I know and show what makes a good relationship.	I understand that everyone is unique and special.	I can express how I feel when change happens.	I understand and respect the changes that I see in myself.	I understand and respect the changes that I see in other people.	I know who to ask for help if I am worried about change. I am looking forward to change.	
PHSE Y5	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	
Question	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	Relationships (Y6)	
Skills	I know how to make friends.	I try to solve friendship problems when they occur.	I help others to feel part of a group.	I show respect in how I treat others.	I know how to help myself and others when I've felt upset or hurt.	I know and show what makes a good relationship.	I understand that everyone is unique and special.	I can express how I feel when change happens.	I understand and respect the changes that I see in myself.	I understand and respect the changes that I see in other people.	I know who to ask for help if I am worried about change. I am looking forward to change.	
PHSE Y6	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	
Question	Who is Ken Marschall? What links are there to the Titanic? What impact has his work had on the art world?	How does his work make us feel?	What type of materials, skills and techniques did Ken Marschall use and what impact did these have?	What pencil techniques are required to create a realistic image?	How do we use paint to create a realistic image?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	
Skills	I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of.	I know how to take care of my mental health. I can help myself and others when worried about a mental health problem.	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them.	I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.	I know how to help myself and others when I've felt upset or hurt. I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others.	I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express that puberty is natural process that happens to everybody and that it will be okay for me.	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express that puberty is natural process that happens to everybody and that it will be okay for me.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby.	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.	I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body talk'.	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.
Computing 3	Question	Who is Ken Marschall? What links are there to the Titanic? What impact has his work had on the art world?	How does his work make us feel?	What type of materials, skills and techniques did Ken Marschall use and what impact did these have?	What pencil techniques are required to create a realistic image?	How do we use paint to create a realistic image?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	What type of tools do we need to show life-like qualities?	
Skills	I know that it is important to take care of my mental health. I understand that people can get problems with their mental health and that it is nothing to be ashamed of.	I know how to take care of my mental health. I can help myself and others when worried about a mental health problem.	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I can recognise when I am feeling those emotions and have strategies to manage them.	I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.	I know how to help myself and others when I've felt upset or hurt. I can judge whether something online is safe and helpful for me. I can resist pressure to do something online that might hurt myself or others.	I can use technology positively and safely to communicate with my friends and family. I can take responsibility for my own safety and well-being.	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express that puberty is natural process that happens to everybody and that it will be okay for me.	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express that puberty is natural process that happens to everybody and that it will be okay for me.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby.	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.	I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body talk'.	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.

		Ken's painting style is almost a lack of style - historical "portraits" so intricate and refined, so breathtaking in lighting and drama, that they are sometimes mistaken for photographs. He is an American, self-taught, artist most famous for depicting the Titanic using paint.		I know how to use pencil to create realistic outlines. I know how to use pencil to create realistic effects.	I know how to build up colours and shades of paint to develop and show detail.	I know which brushes or tools to use to create smaller/more life like proportions and properties.						
	Knowledge											
	Activity	Chn sort selection of images into whether they are paintings or digital/ generated photographs. THEN reveal they are all paintings by artist Ken Marschall and discuss this. Complete 10min part lesson on short bio/research about Ken to develop knowledge of artist particularly links to creating the 1997 Titanic film set.	Looking again at a range of Ken's Titanic pictures - chn label adjectives/emotions the images evoke and their impact on the audience through table discussion on big sheets for topic working wall to inspire and for chn to refer to throughout unit. After discussion, label what the notable features of painting/possible materials used to create this. Then show the materials used description for the picture for chn to compare/discuss whether this was right, how this may have been achieved. Chn make a list of the most common combinations of materials used in his work. Complete the materials combination table/document in table groups.	Create a materials exploration board in small groups. Provide chn with both OIL and ACRYLIC paints most commonly used plus wood, paper, stretched canvas material, cardboard etc using similar colours and layering etc. Make comments on techniques/impact answering key art/material questions.	Discussion about laying out the outlines and details wanted to achieve within images first using pencil and sketching. Do some practice/hatching and pencil grip/technique (like Art CPD session run by KWI). Split chn into 5 groups. Titanic day, Titanic night, Titanic interior, Titanic sinking, Titanic wreckage. Chn sketch and play around with drawing their own version of the assigned image.	Building on skill from last week. Using tracing to maintain accuracy - create a basic layout of painting/image	LESSON ON USING PAINT TO SHOW PROPORTION/PERSPECTIVE AND LIGHT LOOKING CLOSELY AT KEN'S WORK FOR REFERENCE	SELECT BEST PAINT FOR THEIR PRICE BASED ON WHAT THE ARTIST USED. Chn begin the based layers of paint on larger sections (not small details) of painting.	Continue painting adding details/using correct size brushes/colour etc	complete finishing touches to image considering how to portray the finest of detail - remembering Ken Marschall's work was often mistake for photography	BEGINNING OF LESSON - self and peer assessment of work & edits made if time needed. DISCUSSION/DEBATE QUESTION WITH FOR AND AGAINST DEBATERS	Chn write small paragraph description of their work - what it is depicting, what inspired them, materials, skills and techniques used. Final unveiling of art work in a Titanic exhibition - parents invited.
Art	Question											
	Skills											
Design	Question											
	Knowledge											
	Skills											
MFL	Question											
	Knowledge											
	Skills											
MUSIC	Question											
	Knowledge											
	Skills											
PE	Question											
	Knowledge											
	Skills											