

**The Titanic**  
**Medium Term Topic Plan – Year 5**

<b>Term</b>	Summer (6 weeks)	<b>Curriculum Strands</b>	Society & Culture and Death, Disaster& Conflict
<b>Classroom Environment</b>	Titanic topic board to celebrate children’s learning from school and home Year group appropriate historical vocabulary Range of topic books including different genres and text types	<b>Super Starter (Hook) &amp; Education Visit/Visitor</b>	<a href="https://www.youtube.com/watch?v=UOCSs8JYU5o">https://www.youtube.com/watch?v=UOCSs8JYU5o</a> Watch a video on board the Titanic
<b>Key Texts</b>	<b>Titanic (Survivor) by Stephen Davies</b> This Book is Not Rubbish by Isabel Thomas & Alex Paterson	<b>End Product</b>	Exhibition of the DT and writing that has been completed.
<b>English</b>	Titanic diary entry – write to inform - 3 weeks Persuasive Letter to our MP regarding banning single use plastic – write to persuade - 2 weeks		
<b>Science</b>	<u>Animals, Including Humans</u> <b>N.C. Obj.</b> Describe the changes as humans develop to old age. <u>Working Scientifically</u> <b>N.C. Obj.</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs		
<b>P.E.</b>	<u>Swimming</u> <b>N.C. Obj.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres <b>N.C. Obj.</b> Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <b>N.C. Obj.</b> Perform safe self-rescue in different water-based situations <u>Athletics</u>		
<b>History</b>	<u>The Titanic</u> <b>N.C. Obj.</b> Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		
<b>Geography</b>	<b>N.C. Obj.</b> Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		
<b>D&amp;T</b>	<u>Pop-up Book – Robert Sabuda</u> <u>Design</u> <b>N.C. Obj.</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> <b>N.C. Obj.</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately <u>Evaluate</u> <b>N.C. Obj.</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <b>N.C. Obj.</b> Understand how key events and individuals in design and technology have helped shape the world		
<b>Music</b>	<u>Production</u> <b>NC Obj.</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		