

# Crossing the Atlantic

## History

### What we should already know:

- That timelines can be divided into BC and AD.
- The difference between past and present events.
- Reasons why people's lives were different in the past.

### As Historians we will:

- Understand common words and phrases relating to the passing of time.
- Use a given timeline to place local, national and international events within a period of history.
- Use a given timeline to demonstrate changes in one key area (e.g. technology, religion, leisure).
- Identify if a source is primary or secondary.
- Identify fact and opinion within a written source.
- Understand that the past has been represented in different ways and that different sources may provide a different viewpoint.

### Vocabulary

reign, consequence, plausible, interpret, validity, impression, this supports/ contradicts the idea that..."Starboard, port, midship, Morse code, steerage, testimony, plummet, navigate

## Science

### What we should already know:

- Compare and group materials together, according to whether they are solids, liquid or gases.
- Observe that some materials change state when they are heated or cooled.
- The part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### As Scientists we will:

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some change result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the act of acid on bicarbonate of soda

### Vocabulary

reversible, irreversible, compare, hardness, solubility, transparency, conductivity, insulator, magnetism, electrical, thermal, dissolve, solution, particle theory, separate, filter, sieve, evaporate, materials, mix, state, crystallisation, saturation, solvent.

# Crossing the Atlantic

We will be World Wise when developing our History and Geography knowledge of such a significant event of the 20<sup>th</sup> century.

## Geography

### What we should already know:

- The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- How to use an infant atlas to locate places.
- How to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

### As Geographers we will:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Use maps, atlases, globes and digital/computer mapping.
- Draw a plan with a scale.
- Use maps (including OS maps) to explore how a location has changed over time.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

### Vocabulary

Ordnance survey, accuracy, precise, measure, record, present, satellite image, terrain, climate map, sea level, latitude, longitude, cardinal points, time zones,



# Crossing the Atlantic

We will be *creative* and *resilient* when designing and making our models of the Titanic.

**Application:**  
We will make models of the 'Unsinkable' trailblazing ship.

## Design Technology

What we should already know:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

As Design Technologists we will:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## Vocabulary

Functional, usability, dimension, innovate, manufacture, modification, process, product, quality, specification, consumer, exploded drawing, malleable, friction, force, resistance, evaluate, illustrate, critical, analyse,

