Year 5 Curriculum Term 2

Topic Title: Frozen Kingdom	
English	**Maths**
Reading – 'Shackleton's Journey' In the upcoming term, the focus of our Reading lessons will revolve around the compelling novel 'Shackleton's Journey'. Through our Whole Class Guided Reading sessions, we will delve into various aspects of the text to enhance our students' literacy skills. Whole Class Guided Reading Schedule: Lesson 1 (Vocabulary / General Knowledge): This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text. Lesson 2 (Just Read): Students will engage in independent reading of the assigned passages, fostering a love for literature and encouraging personal interpretation. Lesson 3 (Close Read): Through a detailed analysis of select passages, students will develop a deeper comprehension of the text's themes and characters. Lesson 4 (Comprehension): This session will focus on honing the students' ability to comprehend and articulate the events and messages conveyed in the novel. Lesson 5 (Library Visit): To nurture a love of reading beyond the classroom, students will have the opportunity to explore the school library and choose books of personal interest. By following this structured reading programme, we aim to cultivate a generation of enthusiastic and proficient readers.	**Multiplication and Division** **1. Multiplying by 10, 100, and 1000** • Accurately multiply whole numbers and decimals by 10, 100, and 1000. • Understand the effect on the place value of digits when multiplying by 10, 100, and 1000. • Use place value knowledge to mentally compute multiplications by 10, 100, and 1000. **2. Dividing by 10, 100, and 1000** • Accurately divide whole numbers and decimals by 10, 100, and 1000. • Understand how place value is affected when numbers are divided by 10, 100, and 1000. • Use place value understanding to mentally compute divisions by 10, 100, and 1000. **3. Multiples of 10, 100, and 1000** • Identify and list multiples of 10, 100, and 1000 up to a given number. • Recognise patterns and sequences in the multiples of 10, 100, and 1000. • Apply understanding of multiples to solve real-world problems and puzzles. **Fractions** **1. Understanding Equivalent Fractions** • **Find fractions equivalent to a unit fraction**: to identify and write equivalent fractions of a given unit fraction (e.g., defining 1/3 as 2/6, 3/9, etc.). • **Find fractions equivalent to a non-unit fraction**: demonstrate the ability to find fractions equivalent to non-unit fractions, such as recognising that 2/4, 3/6, and 4/8 are equivalent.

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Non-Fiction – Ice Giants (Model Text)

This term, students will embark on an exciting journey into the realm of imaginative writing, with a particular focus on dragons. This engaging theme will serve as a catalyst for developing their creative writing skills through both innovative writing tasks and the culminating hot task.

Throughout this term, children will also engage in the construction of a non-chronological report. This genre of writing is essential for developing their informational text skills. Key features of non-chronological reports that will be emphasised include:

Headings and subheadings and topic sentences. To effectively organise information.
Factual language: Encouraging students to use precise language and terminology related to their chosen subject.
Introduction: Providing a clear overview or summary of the topic.
Diagrams and illustrations: To support and enhance the written content.
Bullet points or lists: For concise presentation of information and facts.

Further along in the term, the knowledge and skills acquired during the writing of dragon-themed texts will be applied in the science curriculum. Students will have the opportunity to write a non-chronological report focused on an Arctic or Antarctic animal. This report will allow children to synthesise their research and present it in an informative and engaging manner. This activity not only fosters writing proficiency but also enhances their understanding of the natural world.

Fiction – Shackleton's Stowaway – Character and Dialogue
Building on Y3/Y4 work:
• Carefully select the characters for the written genre. e.g. sci-fi = aliens/robots/scientists. Fairy tale = princess/young child/villains.
• Use relative clauses to add detail to the character. e.g. James, who was white as a ghost, shivered in the corner.

- **Recognise equivalent fractions**: Develop the skill to visually and numerically recognise equivalent fractions, underscoring their ability to simplify fractions.

2. Conversion Skills
- **Convert improper fractions to mixed numbers**: Mastery involves converting fractions where the numerator is greater than the denominator (e.g., converting 7/4 to 1 3/4).
- **Convert mixed numbers to improper fractions**: to convert mixed numbers into improper fractions (e.g., converting 2 1/3 to 7/3).

3. Fraction Comparison and Ordering
- **Compare fractions less than 1**: Gain the ability to compare fractions with different numerators and denominators to determine which is larger or smaller.
- **Order fractions less than 1**: Skills should include ordering multiple fractions that are less than one in value from least to greatest.
- **Compare and order fractions greater than 1**: Extend their comparison and ordering skills to fractions that exceed the value of one.

4. Addition and Subtraction of Fractions
- **Add and subtract fractions with the same denominator**: Mastery in adding and subtracting fractions like 3/7 + 2/7 or 5/9 - 1/9.
- **Add fractions within 1**: Demonstrate the ability to add fractions that result in a sum of less than one (e.g., 2/8 + 3/8).
- **Add fractions with total greater than 1**: Understand how to add fractions resulting in a sum greater than one.
- **Add to and subtract from a mixed number**: Show proficiency in calculations involving adding to or subtracting from mixed numbers.
- **Add two mixed numbers**: to perform addition involving two mixed numbers.
- **Subtract from a mixed number – breaking the whole**: Mastery should include the ability to manage subtraction that involves breaking a whole part in the mixed number.
- **Subtract mixed numbers**: Developing the skill to subtract one mixed number from another effectively.

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• Use the internal voice of a character alongside rhetorical questions. e.g Sarah stopped in her tracks. Did I really see a shadow she thought to herself? What on earth was it? • Use emotion and personality traits to develop a consistent and believable character. e.g. A kind/caring character will not talk to their friends in a rude way etc.. • Use dialogue to portray the character and advance actions e.g. "How many times have I told you? Enough is enough! Come inside this VERY minute," shouted his mum. "Just coming!" Jane replied. • Use a range of techniques to break up speech when writing including subordination, extra detail, actions to show how the character reacts to dialogue. e.g. Stop right there!" yelled the policeman, trying to get out his whistle....Monty looked him right in the eye. • Use reactions and thoughts of other characters towards a main character to build a picture. e.g. 'Jamie stared at his friend, shaking his head sadly.' What does Jamie think about his friend's action? • Explore how a character's personality and behaviour can impact and drive plot. e.g. a moral flaw or a deep rooted fear will determine how the character reacts in certain situations. • Explore the use of contrasting characters to develop conflict in narrative. e.g. Two siblings, one shy and withdrawn and the other adventurous, find themselves at a crossroads in the narrative - who prevails? At what cost? • Explore writing in the first/third person and from different viewpoints to effect characterisation. e.g. if using the first person you may have more empathy and insight into a characters thoughts and feelings. • Vary the length of sentences for effect when describing. E.g. Longer sentences for descriptive passages and short sentences for impact or effect. • Use the setting to show how a character could be feeling. e.g. The forest seemed to close in on Jade as the moon faded behind the clouds. She pulled her jacket around her whilst the wind blew a shiver down her spine.	

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RE	PSHE
Incarnation CORE: •Explain •the place of Incarnation and Messiah within the 'big story' of the Bible. •Identify Gospel and prophecy texts, using technical terms. •Explain connections between biblical texts, Incarnation and Messiah, using theological terms. •Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. •Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. •Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. **KNOWLEDGE** **BUILDING BLOCKS** PUPILS WILL KNOW THAT: •Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation).	**Don't Forget to Let Love In** • **Courage** and showing love through actions • Gunner Making the connection between Gunner's story and Don't Forget to Let Love In! • Make the Right Voice Choice: Considering the way the words we listen to about ourselves make us feel • Under Pressure: Different sources of pressure, including from our friends, and ways we can respond • Allocating Resources: Resources can be allocated in different ways and these choices affect others • Help! Who to go to for help and how to keep asking until help is given (Reflection and self-evaluation)

Courage **Resilience** **Honesty** **Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

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Music	PE
Musicianship: -Tempo: 112 bpm (Moderato, a moderate pace) -Time Signature: 2/4 (2 crotchets in every bar) -Rhythmic patterns using minims, dotted crotchets, crotchets, dotted quavers, quavers, semiquavers and their rests -Key Signature: F major (1 flat) -Melodic patterns using the notes F G A Bb C D E -Improvisation – ABCDEF#G **Listen and Respond:** Selection of songs (see overview) **Singing:** Selection of songs (see overview) **Playing:** Glockenspiel -CDbEbF/Recorder- GAbBbC (4- levels) Glockenspiel /Recorder- GAbABbC (4- levels) **Improvising and composition:** EbFG / ABC **Performing:** Perform and share what has taken place in the lesson	**Teacher Led – imoves dance Jive and Charlestone** To be able to perform basic movements to music, and to build a simple themed dance focusing on Jive Dance and the Charlestone. Primary learning outcome: -Create and develop new movements to include: travelling, turning, jumping, balance, levels -Combine skills to develop control, flexibility, strength, technique and balance. -Create and express imaginative ideas in a specific style Secondary learning outcome: -Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly. -Move in time to the music demonstrating confidence with rhythm and phrasing -Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations. **TSC – Gymnastics** Pupils will be taught to develop flexibility, strength, technique, control and balance through gymnastics. Pupils will continue to develop techniques, linking movements and balances through turns, levels and dynamics movements. **Fundamental Movement Skills addressed** Locomotor- Running, Walking, Hopping, Jumping (height & distance), Leaping Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting, Swinging Object Control- Control
French	**Computing**
Unit 4 - Une lettre au Père Noël Christmas	<u>Creating Media – Video Production</u> ▪ To recognise video as moving pictures, which can include audio

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Unit 5 – Joyeux Noël ! Christmas	▪ To identify digital devices that can record video ▪ To capture video using a digital device ▪ To recognise the features of an effective video ▪ To identify that video can be improved through reshooting and editing ▪ To consider the impact of the choices made when making and sharing a video

Connected Curriculum

Science

Substantive Knowledge	Disciplinary Knowledge
Giant Icebergs Icebergs: Large pieces of freshwater ice that have broken off from glaciers or ice shelves and float in open water. Density: The mass of an object divided by its volume, affecting whether it sinks or floats. Buoyancy: The ability of an object to float in a fluid; relates to the density of the object and the fluid. States of Matter: The form that matter takes; solid (ice), liquid (water), and gas (water vapour). Melting: The process of a solid turning into a liquid, which occurs at a specific temperature (0°C for ice). Saltwater: Water that has salt dissolved in it, affecting the freezing point and density. **Endpoints** 1. Explain why icebergs float and discuss density. 2. Describe how temperature affects the melting of ice. 3. Investigate how adding salt affects the melting rate and density of water. 4. Present their findings through observations and compare individual icebergs. 5. Develop and record further questions to encourage continued inquiry. **Polar Adaptations**	**Scientific Method** Questioning: Formulate a question based on observations of the iceberg (e.g., "What happens if we add salt to the iceberg?"). Hypothesis: Make predictions about what will happen during the experiment. Experimentation: Carry out the investigation using the giant iceberg and smaller individual icebergs. Observation: Record changes in the icebergs' behaviour as they melt and interact with the water and salt. Analysis: Compare the observations and evidence gathered to evaluate the hypotheses. **Scientific Inquiry** Questions to Explore: Create questions about your animal. For example, "How does climate change affect the polar bear's hunting grounds?" Investigative Methods: Discuss ways to gather information—books, documentaries, interviews with scientists. **Data Collection** Observations: How to document your findings with sketches, tables, or graphs related to your chosen animal. Comparisons: Compare your animal with others from the same habitat in terms of adaptations and survival strategies. **Environmental Awareness** Human Impact: Explore how pollution, climate change, and habitat destruction affect polar animals.

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1. Introduction to Polar Regions

Definition: Refers to the Arctic (North Pole) and Antarctic (South Pole) regions, characterised by extreme cold, ice, and unique ecosystems.

Climate: Very cold temperatures, long winters, and short summers with varying sunlight.

2. Choosing an Animal

Examples of Polar Animals:

Arctic: Polar bear, Arctic fox, walrus, narwhal

Antarctic: Emperor penguin, leopard seal, Antarctic krill, Weddell seal

3. Animal Adaptations

Physical Adaptations:

Insulating layers of fat (blubber).

Thick fur or feathers to provide warmth (e.g., Polar Bear's fur).

Camouflage colouration for protection (e.g., Arctic fox turns white in winter).

Behavioural Adaptations:

Migration patterns to find food and suitable habitats.

Hibernation or reduced activity during extreme cold.

Social behaviours, such as hunting in groups (e.g., wolves).

4. Environmental Threats

Climate Change: Melting ice caps impacting habitat and food sources.

Pollution: Chemicals affecting animal health and food chains.

Human Activity: Overfishing, shipping routes through ice, and tourism.

5. Future Adaptations

Potential for altered migration patterns or behaviours due to changing climates.

Evolutionary changes might occur, leading to new survival strategies.

Conservation Efforts: What can be done to help protect these animals and their environment?

Predicting and Discussing Outcomes

Students can predict outcomes by discussing:

What happens to the primary consumers if there are too many secondary consumers?

How would the removal of primary producers affect the entire food web?

Similarities

Both regions are home to unique and specially adapted species.

Both support a crucial food web that begins with phytoplankton.

Marine mammals are prominent in both ecosystems, showcasing adaptation to cold waters.

Differences

The Arctic contains more land mammals (like polar bears), whereas the Southern Ocean has a variety of marine mammals like seals and whales.

The Southern Ocean has a more stable nutrient supply, leading to bigger populations of krill, which are fundamental to the food chain.

Seasonal changes are more drastic in the Arctic due to polar day and night cycles compared to the Southern Ocean.

- National Geographic Kids - Icebergs
- NASA - The Science of Icebergs
- BBC Bitesize - States of Matter
- National Geographic Kids - Polar Animals
- BBC Bitesize - Polar Regions
- World Wildlife Fund (WWF) - Polar Bears
- NASA Climate Change - Effects on Polar Regions
- BBC Bitesize - Food Chains
- National Geographic - Arctic Ecosystem
- Woodland Trust - Food Chains in Nature
- BBC Nature - Orca
- National Geographic - Arctic Ecosystem

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Endpoints

1. Identify a polar animal and describe its key adaptations for survival in its habitat.
2. Explain the human and environmental threats facing polar regions.
3. Discuss how your chosen animal may need to adapt in the future.

Food Chains and Webs

Definitions

Energy Source: The origin of energy that fuels the ecosystem, primarily the Sun for plants.

Autotroph / Primary Producer: Organisms that produce their own food, typically through photosynthesis (e.g., Arctic moss).

Herbivore / Primary Consumer: Animals that eat plants (e.g., Arctic hare).

Secondary Consumer: Animals that eat primary consumers (e.g., Arctic fox).

Top / Apex Predator: The highest level of the food chain, with no natural predators (e.g., polar bear).

Key Frozen Animals and Plants

Primary Producer:

Arctic Moss: A small, resilient plant that survives in harsh conditions and provides energy for herbivores.

Primary Consumer:

Arctic Hare: A herbivore that feeds on Arctic moss and other vegetation.

Secondary Consumer:

Arctic Fox: A predator that feeds on Arctic hares and other small mammals.

Apex Predator:

Polar Bear: The top predator that hunts seals but is also reliant on the health of the entire ecosystem.

- Ocean Explorer - Southern Ocean

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Endpoints

1. Construct food chains and food webs related to frozen land biomes.
2. Describe the roles of different organisms within these chains and webs using scientific vocabulary.
3. Analyse the potential effects of removing a species from a food chain or web.

Biodiversity – Classification

What is Biodiversity?

The range of different species of plants, animals, and microorganisms in an environment.

Important for ecosystem health, resilience, and human survival.

Biodiversity in the Arctic

Location: Northern Hemisphere, surrounding the North Pole.

Climate: Cold, icy environment; temperatures can reach as low as -50°C.

Key Species: Polar bears, seals, narwhals, and various migratory birds.

Plant Life: Limited due to harsh climate; includes mosses, lichens, and short growing season shrubs.

Biodiversity in the Southern Ocean

Location: Surrounding the continent of Antarctica in the Southern Hemisphere.

Climate: Extremely cold; temperatures can drop below -60°C.

Key Species: Penguins, seals, krill, and many types of whales.

Plant Life: Richer than the Arctic due to more sunlight; includes phytoplankton and seaweed.

Endpoints

1. Be able to explain what biodiversity is and its importance.
2. Compare and contrast the Arctic and Southern Ocean ecosystems.
3. Share detailed information

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Geography	
Substantive Knowledge	Disciplinary Knowledge
Polar Regions Geographic North Pole Location: The geographic North Pole is situated at 90° North latitude. Coordinates: 90° N, 0° E Significant Features: Arctic Ocean Northern Ice Cap Inuit Communities Geographic South Pole Location: The geographic South Pole is situated at 90° South latitude. Coordinates: 90° S, 0° E Significant Features: Antarctic Ice Sheet Ross Ice Shelf Research Stations (e.g., Amundsen-Scott South Pole Station) Tropics of Cancer and Capricorn Tropics of Cancer: Location: 23.5° North latitude Coordinates: 23.5° N, 0° E Significant Features:	**Using Globes and Atlases** Students will learn how to use globes and atlases effectively to find and name significant geographical features. They will understand the use of coordinates (latitude and longitude) to locate specific points on Earth. They will develop skills in interpreting and analysing maps and understanding key map features, such as legends and scales. **Map Skills** Students will learn about directions (north, south, east, west) and how to orient themselves using maps. They will practice identifying and using symbols, colours, and shading on maps. They will understand the concept of scale and how to calculate distances between places. They will interpret and create simple map keys (legends) to represent features on their own maps. **Research Skills:** Collecting data and information from reliable sources. Recording findings using charts, tables, or spreadsheets. Presenting data visually and organizing information for clear understanding. **Analytical Thinking:** Comparing and contrasting data to identify similarities and differences. Drawing conclusions based on research findings. **Communication Skills:** Discussing and sharing findings with another research team. Presenting information in a clear and engaging manner.

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Sahara Desert

Mexico

India

Tropics of Capricorn:

Location: 23.5° South latitude

Coordinates: 23.5° S, 0° E

Significant Features:

Atacama Desert

Australia

Argentina

Endpoints

1. Locate and name the geographic North Pole and South Pole on a map.
2. Use globes and atlases to find and name significant geographical features, such as the polar regions and the tropics.
3. Understand and use coordinates (latitude and longitude) to locate and describe specific points on Earth.
4. Interpret and analyse maps, understanding key features and symbols.
5. Create a simplified global map, including the locations of the polar regions and tropics, with a clear map key.

Making Comparisons

Arctic:

Climate: The Arctic region has a cold climate with long, harsh winters and short, cool summers.

Population: The Arctic region is sparsely populated compared to other areas due to its extreme environment.

- National Geographic - Polar Regions for Kids
- BBC Bitesize - Geography
- National Geographic Kids - Arctic
- National Geographic Kids - Antarctica
- BBC Bitesize - Arctic
- BBC Bitesize - Antarctica
- Royal Geographical Society - Arctic & Antarctic

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Settlements: The settlements in the Arctic are mainly small, isolated communities located near coasts or rivers.

Animal Life: The Arctic is home to several animals including polar bears, Arctic foxes, whales, walruses, and seals.

Plant Life: The Arctic has a limited variety of plant life due to the cold conditions, such as mosses, lichens, and some grasses.

Seasonal Change: The Arctic experiences significant seasonal changes, with long hours of daylight during summer and months of darkness during winter.

Antarctic:

Climate: The Antarctic region is the coldest place on Earth, with extremely low temperatures and strong winds.

Population: The Antarctic has no permanent population and is mainly visited by scientists and researchers.

Settlements: There are research stations in the Antarctic where scientists and researchers stay temporarily.

Animal Life: The Antarctic is home to various animal species such as penguins, seals, whales, and seabirds.

Plant Life: The Antarctic has a limited amount of plant life, including mosses, lichens, and algae.

Seasonal Change: The Antarctic experiences extreme seasonal changes, with long days during summer and months of darkness during winter.

Endpoints:

1. Collect accurate data and information on the Arctic and Antarctic regions.
2. Record and organize findings using charts, tables, or spreadsheets.
3. Identify and discuss similarities and differences between the Arctic and Antarctic.
4. Share and present their findings with another research team.

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Art	
Substantive Knowledge	Disciplinary Knowledge
Artwork of the Inuit **Inuit Art** Origin: Inuit art originates from the Indigenous people of the Arctic. Themes: Inuit art often focuses on animals like birds, Arctic mammals, polar bears, seals, caribou, and wolves. Materials: Inuit artists use materials like soapstone, antler, bone, and ivory for carvings, and stencils for prints. **Block Printing** Technique: Block printing involves carving a design into a block of material, applying ink or paint, and transferring the design onto paper or fabric. Colours: Inuit art uses earthy tones like whites, blues, and greens, which can be mixed to create new colours. **Surface Detail** Black Ink Detail: Inuit art often incorporates intricate black ink detailing, adding depth and texture to the prints and carvings. **Endpoints** 1. Identify key characteristics of Inuit art. 2. Understand the significance of Arctic wildlife in Inuit culture. 3. Create a simple block print inspired by the Inuit style, incorporating two to three colours and black ink for surface detailing. **Paintings of the Northern Lights** **Northern Lights:** The Northern Lights, also known as Aurora Borealis, are natural light displays in the Earth's sky, predominantly seen in high-latitude regions around the Arctic. **Dyes and Colour Mixing:**	**Art Techniques** Understanding how to carve a design into a block material, apply paint or ink, and transfer the design onto paper. Exploring techniques for mixing colours to create new shades and hues. Practising adding surface detail using black ink to enhance the overall appearance of the print. Cultural Context Learning about the cultural significance of Inuit art and how it reflects the close relationship between the Inuit people and the natural world. Recognising the unique artistic style and motifs used in Inuit prints and carvings. Appreciating the skills and craftsmanship of Inuit artists and their contributions to the art world. **Art Principles:** Colour Theory: Understanding how colours work together and how they can be blended to create new shades. Composition: Arranging elements in the artwork to create balance and visual interest. Art Techniques: Wet-on-Wet: Applying paint or dye on a wet surface to allow colours to blend naturally. Brush Techniques: Exploring different brush strokes and textures for varied effects. Artists and Inspiration: Introducing famous artists who have created paintings inspired by the Northern Lights for further exploration. • The Trustees of The British Museum - Inuit Art Collection • Virtual Museum of Canada - Inuit Art • The National Gallery - Inuit Prints and Carvings

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Dyes are substances used to add colour to materials. Mixing different dyes can create a variety of colours and shades. **Application Techniques:** Dripping: Applying dye by allowing it to drip onto a wet surface. Blowing: Using air to move watery mixtures of dye to create unique patterns. Brushwork: Applying dye with different sized brushes to create different textures. Sponging: Using sponges to apply dye for a softer effect. **Experimentation**: Encourages trying out different colours, techniques, and levels of transparency to achieve the desired effect. **Endpoints** 1. Understand the concept of the Northern Lights and their appearance in the sky. 2. Experiment with different dye application techniques to create unique skyscape paintings. 3. Manipulate colours and transparency to evoke the enchanting beauty of the Northern Lights in their artwork.	• National Geographic Kids - Northern Lights • Tate Kids - Art Techniques • DK Find Out - Colours and Mixing • Mystery Science - Transparency and Light

History

Substantive Knowledge	Disciplinary Knowledge
Shackleton's Endurance Expedition **Timeline of Important Events or Concepts** 1914: Shackleton's Endurance sets sail from South Georgia. 1915: The Endurance gets trapped in ice and eventually sinks. 1916: Shackleton and a small crew set out for help, reaching South Georgia. 1916: Shackleton returns to rescue the remaining crew on Elephant Island. 1917: Crew members are rescued, everyone survives. **Interesting Facts**: The crew of the Endurance survived for months on the ice before abandoning the ship.	**Comparative Analysis** Learners are expected to compare and contrast the historical significance and the human experiences of the Titanic sinking and the Endurance expedition, considering elements such as technological advancements, human error, and natural challenges. **Evaluation of Primary and Secondary Sources** Pupils should demonstrate the ability to critically evaluate a range of primary and secondary sources related to these historical events, including diaries, photographs, official reports, and historians' accounts.

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Shackleton's leadership and decision-making skills were crucial in ensuring the survival of all crew members.

Despite the failed expedition, Shackleton's bravery and determination became legendary.

Endpoints:

1. About Sir Ernest Shackleton and his leadership during the Endurance expedition.
2. The challenges faced by the crew when the Endurance became trapped in ice.
3. The locations of South Georgia and Elephant Island and their significance in the expedition.
4. The key events of the Endurance expedition, including the sinking of the ship and the rescue missions.
5. The importance of resilience and teamwork in overcoming adversity, as demonstrated by Shackleton and his crew.

Sinking of the Titanic

Timeline of Important Events or Concepts

1909: Construction of the Titanic begins.
1912:
April 10th: Titanic sets sail from Southampton on its maiden voyage.
April 14th: Titanic strikes an iceberg at 11:40 pm.
April 15th: Titanic sinks at 2:20 am.
1985: The wreck of the Titanic is discovered in the North Atlantic Ocean.

Interesting Facts:

The Titanic was deemed 'unsinkable', but tragically sank on its maiden voyage.

Only 710 out of the 2,224 passengers and crew survived.

The Titanic had a gym, swimming pool, and even a squash court on board.

Endpoints:

Development of Historical Skills

Students should develop key historical skills such as chronology, cause and consequence, and continuity and change through the study of these events.

Drawing Conclusions and Making Historical Claims

The ability to draw reasoned conclusions based on evidence and to make informed historical claims regarding the impact, lessons learned, and historical significance of both the Titanic and the Endurance events is a crucial endpoint for Year 5 students.

- Royal Geographical Society - Shackleton's Endurance
- British Antarctic Survey - Shackleton's Endurance
- National Geographic Kids - Titanic Facts
- BBC Bitesize - Titanic Disaster

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1. The key events surrounding the sinking of the Titanic. 2. The reasons for the Titanic's sinking. 3. The impact the Titanic disaster had on maritime safety regulations.	