

The Triple Trawler Disaster

Year 5
Summer Term

**Key Curriculum Subject Driver
Geography**

Sailing over choppy seas and icy conditions, the children will embark on a journey exploring the Triple Trawler Tragedy and how it influenced the lives of many people in Hull. They will explore the history of the fishing industry and how it has changed over time and the influences it has had on the city of Hull, past and present. Influencing Hull in many ways, we will explore Hull's Headscarf Heroes and the impact they had on the safety of the fishing industry. Children will look at the dangers of the fishing industry whilst exploring the local area and developing their understanding of community, aspirations and the influence people can have, on their local community and beyond. Most of all, the children will appreciate and understand the city they live in and how its history has affected their lives today.

In Maths we will learn to:

Maths

- add and subtract decimals
- understand decimal sequences
- multiply and divide decimals by 10, 100 and 1000
- understand how to measure angles and using a protractor
- understand how to draw and calculate angles on a straight line, around a point and in shapes
- compare and order negative numbers
- read, plot and translate co-ordinates
- identify lines of symmetry and reflection in horizontal and vertical lines

In English the children will:

English

- read 'Secrets of a Sun King' by Emma Carroll as our class text, which will link to our whole class reading sessions. Children will also explore a range of non-fiction texts, linking to the Triple Trawler Tragedy
- write, edit and publish a job application to be a trawlerman
- write a narrative poem
- write a story based on the journeys they have researched from The Triple Trawler Tragedy or Secrets of a Sun King.
- to write an explanation text based around working on a trawler



History/ Geography

In History and Geography we will:

- study a local history event (Triple Trawler Tragedy)
- sequence events within the period being studied
- identify key events on a timeline expanding on events in more depth
- read a range of media, including diary events, newspapers, photographs to support observations

Science

In Science we will:

- create a timeline to indicate stages of growth in humans
- describe the life cycles of different living things
- describe the process of reproduction in plants and animals

Design Technology

In Design Technology we will:

- research I can devise an accurate template
- join textiles accurately and securely in different ways and explain how I did it
- use our own templates accurately to cut
- evaluate my finished product against specification, considering purpose and appearance

Religious Education

In RE we will:

- explore how a person of faith may make a special journey
- explore the diversity and significance of local religious places to faith groups and members of the community

PSHE

In PSHE we will:

- learn about changes that happen in our bodies
- compare different types of friendships and the feelings associated with them
- apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others

Computing

In Computing we will:

- create images in a drawing program by using layers and groups of objects
- explore selection in programming to design and code an interactive quiz

Music

In Music we will:

- embark on a musical journey through the choppy oceans, exploring how our weather inspired composers. Children will compose their own piece of music using instruments and voice

Physical Education

In PE we will:

- show personal and social development through; agility skills, balance, co-ordination games, dynamic and movement through athletics
- understand how power and stamina are developed and how it will help to improve performance

French

In French we will:

- begin to use dictionaries to find the meaning of unknown words and to translate own ideas
- write words, phrases and short simple sentences from my repertoire from memory with understandable spelling
- read and show understanding of more complex written phrases

SMSC

We will develop our ability to:

- reflect on our own learning
- explore how to become successful and resilient learners
- understand the learning powers and behaviours that form the basis of our school values