

## Spring Curriculum Unit: Journeys

At the end of this unit, children will have gained an understanding of historical people and their journeys as well as events and how these have influenced today's world.

### Design Technology

Food technology  
Titanic menu

### Art

Form, printing and  
pattern: Hot Air Balloons



### Geography

London  
Compare to Damascus  
and the life of a  
refugee

### History

Wright Brothers  
Amy Johnson  
The First Moon Landing  
Titanic and the Mary Rose

### English

The Owl and the Pussycat  
Man on the Moon  
The First Moon Landing  
Paddington  
Samson's Titanic Journey

### Key Learning:-

- Learn about events beyond living memory.
- Create chronological narrative of historical people and events.
- Understand the methods of historical enquiry, including how evidence is used to make historical claims.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

**As Geographers,** we will explore the capital city of London, investigating famous landmarks and using maps and compass directions to follow and create routes around the city.

**As Bibliophiles,** we shall read about different journeys and adventures by both human and animal characters.

**As Writers,** we shall create non-chronological reports about the First Moon Landing.

**As Technologists,** we will examine the first, second- and third-class menus onboard the Titanic. We will design and create a new menu for a new ship.

**As Artists,** we shall observe images and draw hot air balloons considering light and dark. We shall investigate artists that use pattern, creating patterns to print onto our drawings.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality: soar in faith	Nurture: soar in talents	Wisdom	Serve others courageously
Reflect on the 4Rs demonstrated by explorers who have been on great journeys.	Children will present their learning individually and in groups to their peers	Be curious about the history of flight and progress of man to be able travel.	What if history were about being agents of change?	Flourish and excel in imagination and creativity.	Think about the development of flight and the achievements of historical people.	Respond to the knowledge and experiences of others. Ask and answer questions to further understanding.

		Be curious about how the unsinkable Titanic came to sink.	What if geography could inspire love of our capital city?	Use their God-given talents to impact on others.	How have they impacted today's world?	Consider the journey of a refugee.
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
Children will be made aware of the new focus for learning in previous term  Letters to parents prev term	Why is a journey? What journeys do we go on every day? What journeys have you been on in the past? Is a journey just about reaching a physical destination?	Teacher to provide necessary knowledge to develop skills and understanding	Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. English, history, geography, art, PSHE	Children will present their learning in different ways to peers. Question and answer session	Display
<b>Links to British Values</b> <ul style="list-style-type: none"> <li>Tolerance and understanding of others- courageous advocacy work on refugees.</li> </ul>			<b>Other Curriculum Areas</b> PE: Dance Science: Forces		
<b>Parental and Wider Community involvement</b> Homework Visit to the Titanic exhibition in the Maritime Museum in Liverpool?			<b>Use their talents and deeper understanding to benefit others</b> See individual Subject policies for ideas and examples		