



Areas of learning

As **Historians** we will be studying some of the technological achievements made by Isambard Brunel during his lifetime. We will be looking at evidence of some of his major innovations and exploring their significance in the context of the society in which he lived.

As **Geographers** we will be studying the journey made by the SS Great Britain from its launch to its eventual return to Bristol. We will focus specifically on the journeys it made as a trans-Atlantic clipper and its incarnation as a tourist ship to Australia.

As **Designers** we will design and make a cushion for the SS Great Britain. We will be exploring different textiles and design ideas following our visit to the ship. We will explore different stitches available to use and evaluate our designs against the original design criteria.

As **Artists** we will use digital images to add text and other graphics as packaging for our cushions.

Areas of learning not linked to work on Brunel

Science – Forces
RE – Judaism
Music - Recorders

Enterprise

As enterprising people we will:

Create a book about the journey of the SS Great Britain from its launch to being brought back to Bristol from the Falklands. We will seek to 'publish' our books online and share them also through our SLP.

Enrichment

As part of our enriched curriculum we will:

Visit the SS Great Britain in Bristol to find out about the different incarnations of the ship during its lifetime. We will design and make a cushion for the ship that is sympathetic to the original design as envisaged by Isambard Brunel.

World and Community

As a member of our world and wider community we will:

Learn about the voyages made by the SS Great Britain across the Atlantic and to Australia as an emigrant clipper. We will find out about the significance of the ship for Bristol and consider why it was brought back from the Falklands.

Spiritual and Moral

In our spiritual and moral development we will:

Consider aspects of society in the Victorian era as well as the considerations in bringing back the SS Great Britain and restoration decisions.

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Stories
- Plays
- Instructions
- Recounts
- Persuasive writing
- Explanations
- Non-chronological reports

Using mathematics

Modelling

- Predict, plan and try out options
- Estimate

Calculating

- Measures
- Quantities, including fractions

Interpreting data

- Reading graphs, charts and tables

Justifying

- Using mathematical language to explain

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

Interactive books

- E mail and messages

Personal development

Learning and thinking skills

- Children will ask their own questions
- They will judge the value of information they find out through research
- They will use their imagination to envisage possibilities
- During the process of planning children will try out alternatives
- Children will communicate through advertising and through broadcasting
- Children will evaluate the success of their actions in relation to the original purpose

Personal and emotional skills

- As part of review children will identify where they contributed well and will identify areas for development

Social skills

- Children will work collaboratively
- They will negotiate, respecting others' roles within the group, and they will resolve conflicts as they arise
- They will adapt their behaviour to suit the situation

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.