



Topic Plan



Title: What floats your boat?

Year: 6

Subject Focus: DT

Rationale: What floats your boat?

The purpose of this investigation topic is to understand the process of building boats to ensure that they float. We will research famous boats to help with our own designs. Using our DT skills, we will build and test our vessels. By the end of this topic, we will have evaluated what building methods worked the best.

This topic will build on our knowledge of forces in science, rivers and our previous learning of the Titanic.

Start Date: 7th June 2021 – 16th July 2021
End Date:

Opportunities for Home Learning:

Vocabulary

Tier 1	Tier 2	Tier 3
Construct	Life-boat	Specification
Survivor	Casualty	Product
Vessel	Propeller	analysis
Titanic	Bow	Aesthetic
First Class	Stern	
Second Class	Rivets	
Third Class	Accurate	
Unsinkable	Precise	
Compartment	Water	
Force	resistant	
	Buoyancy	

Home Learning will be posted to the School Website should your child need to isolate.

Homework will continue weekly as normal and the children could complete the following for extra Dojo Points should they wish to.

Children could ask adults about boat trips they may have been on. They could discuss the different features of the boat.

Children could use computers to research different boats from the past, e.g. The Mary Rose, The Mayflower etc...

How we will deepen learning:

Children will be encouraged to ask questions and use computers to answer them.

The children will be able to broaden their knowledge and understanding of forces and rivers using retrieval to link and build on previous learning.

Outcome:

Children will have a small model boat (made from wood) that will be able to float in water.

Children will also have an individual Topic book filled with History and Geography objectives.

Hook:

Children to dress-up in appropriate Third Class Passenger outfits for a day on board the Titanic.

Sharing Success:

Excellent pieces of work will be published through the school website and Class Dojo.

How will we embed our school values?

We will aspire to create water-worthy boats, working resiliently and positively to problem solve throughout the construction. We will share our successes with fellow classmates and our parents/carers and remain respectful of other people and their struggles during the topic.



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Milestones Covered in this Topic:	
Lead Subject: DT	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or more precise scissor cut after roughly cutting out a shape) • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors that would be used to cut paper)
History	<ul style="list-style-type: none"> • Locate • Describe • Explain • Use a range of ideas to reach a reasoned judgement • Understand through explanation • Infer using reasoning • Justify decisions and conclusions • Evaluate • Compare and contrast • Evaluate historical evidence – year 6 • Reach a conclusion – year 6
Geography	<ul style="list-style-type: none"> • Use maps, atlases and globes to locate countries • Understand geographical similarities and differences through the study of human and physical geography in a European country and North and South America • Use the eight points of a compass, four and six-figure grid references, complex symbols and key (including OS maps) to build their knowledge of mountain ranges and rivers located in the UK and in the wider world. • Locate the world's countries on a range of maps. Identify key physical characteristics and name the country and city (if applicable) in which they are located.
Other Subjects:	<p>Reading</p> <ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Predict what might happen from details stated and implied. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>English</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing