

<p>Overall outcome</p> <p>Act out Ellen MacArthur’s journey around the world in character</p>	<p>Texts</p> <p>If you were a kid aboard the Titanic Race against time (Ellen MacArthur) Stories for kids who dare to be different</p> <p>Voices of the Titanic Ellen MacArthur Me and my school photo</p>	<p>Key subjects</p> <p>History (Titanic and Ellen MacArthur), Geography (oceans), English (diaries), PSHE (valuing difference), Science (materials and their properties), RE (leaders and teachers)</p>
<p>Narrative hook</p> <p>People: Children in a lifeboat Place: Atlantic Ocean Problem: Should we rescue more people? Possibilities: Look at effect of more people on boat, who we would rescue, where we would go</p>	<p>Key vocabulary</p> <p>Leisure, perseverance, endurance, belief, trimaran, achievement, adventure, ambition, responsibility, individuality, global, circumnavigate, transatlantic</p>	<p>Transformative diverse individuals Promoting under-represented groups/ individuals</p> <p>Ellen MacArthur Continuing to read and enjoy: Little Leaders: Bold Women in Black History, Visionary Women Around the World, Exceptional Men in Black History</p>
<p>Year 2 Term 2</p> <p>Why do people travel across the sea?</p>		

<p>Content: What will we learn?</p>	<p>Creativity: How will we show we understand in multiple ways?</p>	<p>Coherence: How does this link to other year groups and core subjects?</p>	<p>Compassion: What opportunities are there to show compassion for the environment and each other?</p>	<p>Community: Where are the links to local expertise and resources? Visits and visitors</p>
<p>The voyage of the Titanic and its legacy of improved engineering</p> <p>How materials are suited and designed for different purposes</p> <p>The circumnavigation of the globe by Ellen MacArthur in 2004-2005</p> <p>How diary entries are written</p> <p>Where the oceans are in the world and what is significant about them</p> <p>How to make a car using wheels and axles</p> <p>How the voyages of the Titanic and Ellen MacArthur were different from the voyage of the Windrush</p> <p>How all three journeys are ordered on a timeline</p> <p>What a leader is</p>	<p>Drama—role playing a passenger on the Titanic and Ellen MacArthur on her voyage</p> <p>Poetry—poems of the sea</p> <p>Music—sea songs</p> <p>Debate—who should we help on the Titanic?</p>	<p>Year 1—naming materials</p> <p>Year 2—women who changed the world, Scott and Shackleton (explorers)</p> <p>Year 3—significant women in History, Brunel transport inventor,</p> <p>Year 6—geography of North America, sea processes</p>	<p>Understand how the class system affected passengers on the Titanic and how it can be unfair.</p> <p>Ellen MacArthur’s Circular Economy and Cancer Trust—discuss caring for the environment and others.</p>	<p>Mike Golding link</p> <p>Tessa Hicks? (Clipper round the world yacht race)</p> <p>Levon Biss video/photographs of Ellen MacArthur</p>