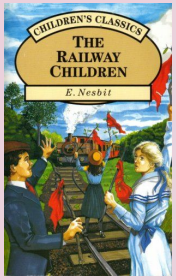
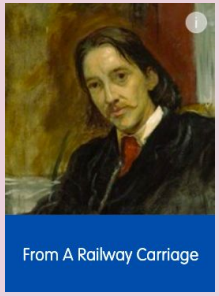
MINI ADVENTURE CONTEXT PLAN

Voyagers - March 2021

All Aboard!

Key Texts	*Key Sustainable Development Goal*	*Key Inspiration*	*Key Sources*
  The Railway Children, E.Nesbit; From a Railway Carriage, R. L. Stevenson	Sustainable Development Goal 9 - Industry, Innovation and Infrastructure	British railways and the industrial revolution	National Railway Museum, York; Stevenson's Rocket and other 'Steamies'

Writing	
Write with purpose, Use imaginative description	
Big questions:	Can I use techniques used by authors to create characters and settings? Am I able to create characters, settings and plots? Can I use a range of descriptive phrases including some collective nouns? Am I able to use the main features of a type of writing (identified in reading)?
Contexts for learning	Writing activities based on The Railway Children, applying developing knowledge of this time period to their narrative writing. Examine how to construct and present an effective argument, for and against the introduction of the railway to a town or city, including whether a train station in Felton would be beneficial or detrimental.
Key Vocabulary	*Narrative, setting, authentic, persuasive, argument, structure, plot, characters.*

Reading	
Understand texts	
Big Questions:	Can I draw inferences from reading? Am I able to predict from details stated and implied? Can I summarise ideas? Can I prepare poems to read aloud with expression, volume, tone and intonation?
Contexts for learning	Reading activities based on the Railway children - predicting what might happen next and inferring information from what has been read as well as retrieving information from extracts. Practising reading 'From A Railway Carriage' aloud with expression and intonation, and preparing and performing your own version of the poem.
Key Vocabulary	Infer, deduce, retrieve, summarise, predict. Expression, intonation.

History	
Build an overview of world history; Understand chronology	
Big Questions:	Can I suggest causes and consequences of some of the main events and changes in history? Am I able to describe past society? Can I place events on a timeline using dates. Can I give a broad overview of life in Britain during the industrial revolution?
Contexts for learning	Place modes of transport on timelines with dates; exploring the earliest railways and locomotives and developing chronological knowledge about this period in British history. Devising historically valid questions about change, similarity and difference by learning about some of the most iconic steam trains of Britain
Key Vocabulary	Locomotive, nationalised, privatised, railroad, passenger.

Maths	
Use Measures; Use statistics	
Big Questions:	Am I able to interpret and present data using bar charts, pictograms and tables? Can I measure, compare, add and subtract: lengths (m/cm/mm)? Can I measure the perimeter and area of simple 2-D shapes?

Geography	
Investigate Patterns	
Big Questions:	Can I explain my own views about locations, giving reasons? Am I able to name and locate counties and cities of the United Kingdom, and understand how these have changed over time?

DT	
Master practical skills	
Big Questions:	Can I choose suitable techniques to construct products? Can I make a winding mechanism?, Am I able to design with purpose by identifying opportunities to design and make products by working efficiently?

Contexts for learning	Fluency and reasoning activities on measurements, area and perimeter. Measuring in real life contexts.
Key Vocabulary	Area, perimeter, millimetre, centimetre, metre, kilometre, squared, units of measurement.

Contexts for learning:	Lessons will explore the impact that the railways had on rural and urban communities. Discussing how this led to a shift from a rural agricultural based economy to an urban industrial economy. The implications of being able to travel further distances will be examined and how this would've influenced lives of people living in this period. Children will debate both the positive and negative outcomes of the development of British railways.
Key Vocabulary	Rural, urban, settlement, population, economy, agriculture, industry, travel.

Contexts for learning	Building a model train carriage and accompanying train track with an attached pulley; Beginning with creating a detailed design for the model. Design, make and evaluate the build of a train carriage and tracks.
Key Vocabulary	*Winch, pulley, carriage, tracks, resistance, model, weight, design, assembly.*

RE	
Salvation	
Big Questions:	Why do Christians call the day that Jesus died 'Good Friday'?
Contexts for learning	Examining the events of holy week, leading up to the crucifixion and resurrection of Jesus. Discussing the themes of joy, sadness, despair and hope within this story. Putting 'Salvation' into context as a part of the wider bible narrative, it's role as a part of the 'big story'.
Key Vocabulary	Salvation, holy week, good friday, palm sunday, easter sunday, maundy thursday, last supper, crucifixion, resurrection, symbolic.

Science	
Work scientifically; Understand movement, forces and magnets	
Big Questions:	Can I compare how things move on different surfaces? Can I ask relevant questions and set up simple, practical enquiries and comparative and fair tests?
Contexts for learning	Test pulling a carriage along different surfaces, including tracks made in design technology. Investigate different surfaces and their properties. Begin to understand where friction is useful for movement across surfaces
Key Vocabulary	Friction, compare, fair test, variable, push, pull, gather, record, classify, present.

Computing	
Code	
Big Questions:	Can I control movement and appearance of objects? Can I create and edit sounds? Can I communicate my ideas using a variety of programmes?
Contexts for learning	Coding activities on scratch, making routes for trains moving around tracks. Animate a video based on a modern rewrite of The Railway Carriage.
Key Vocabulary	Code, control, animate, stop motion, edit, evaluate

Opportunities for personal development			
Spiritual	**Moral**	**Social**	**Cultural**
To reflect upon and put into action the bible passages studied in RE and how we can translate these into our everyday lives	To understand the obligation and responsibilities we have to contribute and respect our local community, reflecting in light of Covid-19 and the role that community groups have had and continue to play. To reflect upon the role they might play, or be able to make in the future, with innovations or inventions for a more sustainable future.	Socialise and enjoy time to reconnect with each other to re-establish relationships and trust so that we can all work and play successfully together Manage and understand our feelings and focus on our well being both physical and mental Concentrate in integration back into the classroom as well as changing friendship groups by working collaboratively and in groups as well learning to work independently again.	Gaining cultural capital knowledge around the railways and how their introduction affected communities across Britain in both a positive and negative way. To understand the cultural value of poetry in our society.