

Year 1,  
Airships Term  
Curriculum Theme

Opening Question: What can we learn from pictures of the R101? Should art look like a photograph? What makes a good piece of art?

Half Term Outcome: To understand the importance of the R101 in aviation history

Geography

Opportunities linked to the R101's journey and the significance of airships to the locality.

**Location knowledge**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

**Geographical skills and fieldwork**

Use world maps, atlases and globes to identify the United Kingdom and its countries

Use simple compass directions and locational and directional language (e.g. near and far; left and right) to describe the location of features & routes on a map

Use simple fieldwork & observational skills to study the geography of their school & its grounds and the key human & physical features of its surrounding environment

Art

Using different mediums to create images of R101 and sheds with support from local artists.

**Airship Dreamers Activity 5: Den's Shed: Build your own Museum**

To be able to name the primary colours and use them to create secondary colours. To know how to make light and dark colours

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Literacy

Writing outcome:

Audience: Peers

Purpose: Instructions - *How to make an airship mobile.* Non-Fiction - *Information about the R101/ travel.*

Text Type to analyse: Instructional texts. Non-chronological reports

Knowledge: Vocabulary & word choices, punctuation, Sentence structure, tense, grammar choices.

Taught through Talk for Writing, Shared & Modelled Writing, Pupil Conferencing

Reading:

Whole class reading skills - daily, linked to writing outcomes.

Reading for pleasure

Phonic reading for individual readers

Reading for writing

End of day whole class story - *I am Amelia Earhart* (Brad Meltzer). *Emma Jane's Aeroplane* (Katie Haworth & Daniel Rieley)

Author focus: Katie Haworth



Numeracy

Opportunities linked to the art project and discussing art.

**Geometry; Properties of Shape**

Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.

Design & Technology

Opportunities linked to the creation of an airship mobile.

**Make**

Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing

Select from and use a wide range of materials according to their characteristics

History

Opportunities linked to art project and discussing art.

Events beyond living memory that are significant nationally or globally (e.g. the first aeroplane flight). The lives of significant individuals (e.g. Amelia Earhart/ Wright brothers) who have contributed to national & international achievements.

Year: 2  
Airships Term  
Curriculum Theme

Opening Question: Is it better to use wings if you want to fly?

Half Term Outcome: To understand the importance of the R101 in aviation history

Science

Link to Design and Technology- airship model making.

Scientific Enquiry: Using & Applying

Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.

Chemistry

Everyday materials - Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Compare how things move on different surfaces.

Design & Technology

Pupils will design, make and evaluate a model of the R101 airship using a range of materials and methods.

Video: Airship Dreamers Create 1: Make Your Own Model Airship  
Video: Airship Dreamers Create 2: Make an Airship Mobile  
Airship Dreamers Activity 9: Making a model

Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate Explore and evaluate a range of existing products evaluate their ideas and products against design criteria.

Technical knowledge Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Literacy

Writing outcome:

Audience: Peers

Purpose: Instructions - How to make a model airship (D&T link)

Text Type to analyse: Instructional texts.

Knowledge: Vocabulary & word choices, punctuation, Sentence structure, tense, grammar choices.

Taught through Talk for Writing, Shared & Modelled Writing, Pupil Conferencing

Reading:

Whole class reading skills - daily, linked to writing outcomes.

Reading for pleasure

Phonic reading for individual readers

Reading for writing

End of day whole class story- James and the Giant Peach

Author focus: Roald Dahl

Numeracy

Opportunities linked to the Design & Technology project and processes.

Measurement: Length & Height Choose and use appropriate standard units to estimate & measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers & scales. Compare & order length & mass & record the results using >, < and =.

Geometry; Properties of Shape Identify & describe the properties of 2D shapes, (number of sides & line symmetry). Identify & describe the properties of 3D shapes, including edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes. Compare & sort common 2D/3D shapes & everyday objects.

History

Events beyond living memory that are significant nationally or globally (e.g. the first aeroplane flight)

The lives of significant individuals (e.g. Amelia Earhart/ Wright brothers) who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods



Year: 3  
Airships Term  
Curriculum Theme

Opening Question: Should the people of Bedford be proud of the R101?

Half Term Outcome: To understand the importance of the R101 in aviation history

Geography

Geographical skills and fieldwork-

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Human Geography- the distribution of natural resources including energy, food, minerals and water: compare and contrast these within the locality over time or across different localities.



History

Local History study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Airship Dreamers Activity 3: Airship history - Airship 'Eye - Spy' at The Higgins

Airship Dreamers Activity 4: Airship Archives - A fact sheet about the R101

Video link: [An Introduction to Bedford's Airship History](#)

Video link: [R100: Cardington to Canada And Back](#)

Develop a chronologically secure knowledge and understanding of local history. Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and compare and contrast different sources of evidence.

Literacy

Writing outcome:

Audience: Peers/ young adults.  
Purpose: Non- Chronological report (History link)  
Text Type to analyse: Information texts e.g. A fact sheet about the R101.  
Knowledge: Vocabulary & word choices, punctuation, Sentence structure, tense, grammar choices.  
Taught through Talk for Writing, Shared & Modelled Writing, Pupil Conferencing

Reading:

Whole class reading skills - daily, linked to writing outcomes.  
Reading for pleasure  
Phonic reading for individual readers  
Reading for writing  
End of day whole class story- The adventures of Doctor Dolittle (published 1920)  
Author focus: Hugh Lofting

Numeracy

Opportunities linked to chronology, dates, timelines, and durations of events, or comparing data charts for local data such as local population size.

Time- Know the number of seconds in a minute & the number of days in each month, year & leap year. Compare durations of events [e.g. calculate the time taken by particular events].

Statistics- Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.

Computing

Use search technologies effectively, appreciate how results are selected & ranked, and be discerning in evaluating digital content.

Select, use & combine a variety of software (including internet services) on a range of devices to accomplish given goals, including collecting, analysing, evaluating & presenting data and information.



Year: 4  
Airships Term  
Curriculum Theme

## Opening Question: Is a disaster ever a good thing?

**Half Term Outcome:** To understand the importance of the R101 in aviation history

### Science

Linked to natural disasters and weather / climate changes.

#### Scientific Enquiry- Using & Applying

Asking relevant questions and using different types of scientific enquiries to answer them. Making careful observations and taking accurate measurements using a range of equipment including thermometers. Setting up simple practical enquiries, comparative and fair tests. Reporting on findings from enquiries, including oral and written conclusions.

#### Chemistry

**States of matter:** Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Compare and group materials together, according to whether they are solids, liquids or gases.

#### Biology

**All living things-** Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. Recognise that environments can change and that this can sometimes pose dangers to living things.

### Geography

Focus on journeys and the voyage of the R101 and Hindenburg airships using maps and compass directions. Explore and investigate disasters including natural disasters (earthquakes, volcanic eruptions, floods) and humanitarian disasters (The Titanic, R101, aviation).

Video link: [R100: Cardington to Canada and Back](#)

#### Human and Physical Geography:

Physical geography, including: climate zones, volcanoes and earthquakes, and the water cycle.

Human geography, including: the distribution of natural resources including energy, food, minerals and water.

#### Location knowledge:

Locate the world's countries, using maps (including the location of Russia) and North and South America.

#### Geographical Skills and Fieldwork:

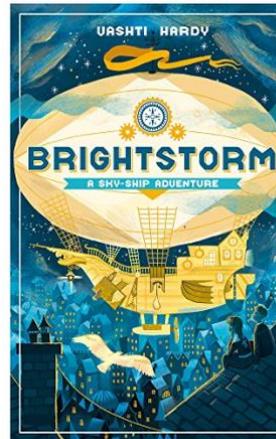
Use the eight points of a compass, to build their knowledge of the wider world.

### Numeracy

Opportunities linked to map reading and plotting journeys.

**Geometry: Position & Direction-** Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/ right and up/ down. Plot specified points and draw sides to complete a given polygon.

**Measurement-** Measure and convert between different units of metric measure ( e.g. km and m)



### Literacy

#### Writing outcome:

Audience: Adults/young adults.

Purpose: To produce a newspaper report on a disaster such as the R101, or produce a first person recount of an event such as a diary.

Text Type to analyse: Recount texts.

**Knowledge:** Vocabulary & word choices, punctuation, Sentence structure, tense, grammar choices.

Taught through Talk for Writing, Shared & Modelled Writing, Pupil Conferencing

#### Reading:

Whole class reading skills - daily, linked to writing outcomes.

Reading for pleasure

Phonic reading for individual readers

Reading for writing

End of day whole class story- Bright Storm by Vashti Hardy

Author focus: Vashti Hardy

### Computing

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Year: 5  
Airships Term  
Curriculum Theme

Opening Question: Is it true that what goes up, must come down?

Half Term Outcome: To understand the importance of the R101 in aviation history

History

Historical Enquiry- Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise questions about change, cause, similarity and difference, and significance, and construct informed responses that involve the selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.

Geography

Geographical skills and fieldwork-  
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key.

Numeracy

Opportunities linked to scientific investigation and presenting data

Statistics- Solve comparison, sum & difference problems using information presented in a line graph. Complete, read & interpret information in tables. Begin to decide which representations of data are most appropriate and why

Measurement- Measure and convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml).

Science

Focus: Flight and Forces, Propulsion.

*Airship Dreamers Science of Flight 3: film canister rockets*

*Airship Dreamers Activity 6: Science of Flight: Paper Rockets*

*Airship Dreamers Activity 8: Science of Flight: Film Canister Rockets*

Working Scientifically - Plan different types of enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision  
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.

Physics- Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces and investigate how objects move/ fall/ get faster or slower. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.  
Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation

Literacy

Writing outcome:

Audience: Peers.

Purpose: report and present findings from scientific enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (Link to science).

Text Type to analyse: Information texts & Instructions

Knowledge: Vocabulary & word choices, punctuation, Sentence structure, tense, grammar choices.

Taught through Talk for Writing, Shared & Modelled Writing, Pupil Conferencing

Reading:

Whole class reading skills - daily, linked to writing outcomes.

Reading for pleasure

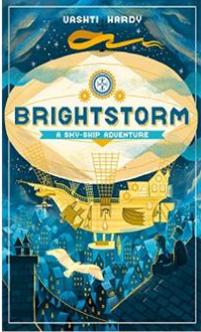
Phonic reading for individual readers  
Reading for writing

End of day whole class story- Bright Storm by Vashti Hardy

Author focus: Vashti Hardy



Year: 6  
Airships Term  
Curriculum Theme



### Computing

Opportunities linked to research & presenting work/ texts.

Select, use and combine a variety of software on a range of digital devices to collect, analyse, evaluate and present data and information. Use search technologies effectively, appreciate how results are selected & ranked, & be discerning in evaluating digital content.

Opening Question: Do creative stories teach us about history, and what can we learn from them?

Half Term Outcome: To understand the importance of the R101 in aviation history

### Literacy

#### Focus: Creative Writing: Storytelling.

*'Pupils should have opportunities to write for a range of real purposes and audiences. They explore and collect ideas, draft, and re-read to check their meaning is clear, including doing so as the writing develops.'*

Airship Dreamers Stories 2: Airships in literature - Rachael Rogan

Airship Dreamers Stories 3: A reading from Brightstorm - Author Vashti Harding

Airship Dreamers Stories 1: Tell an Airship story - Jane Lambourne & Shortstown Students

Airship Dreamers Activity 2: Airship Stories - Build your own story with Jane

#### Writing outcome:

Audience: Peers/adults.

Purpose: Creative writing based on the R101 and its significance (including within the locality- History link). Write for a range of purposes including creating stories, recounts and non-fiction texts, showing an understanding of audience and purpose through language selection, grammar and structural/layout choices.

Text Type to analyse: stories, biographies, recounts.

Knowledge: Vocabulary & word choices, punctuation, sentence structure, tense, grammar choices, layout conventions.

Taught through Talk for Writing, Shared & Modelled Writing, Pupil Conferencing.

#### Reading:

Whole class reading skills - daily, linked to writing outcomes.

Reading for pleasure & Reading for writing

Phonic reading for individual readers

End of day whole class story & author focus- *BrightStorm* by Vashti Hardy & *I survived the Hindenburg Disaster (1937)* by Lauren Tarshis

### Numeracy

Opportunities linked to mapping the journey/size of the R101.

Measurement: Converting units- Use, read, write & convert between standard units including measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal to up to 3 decimal places. Convert between miles and kilometres.

### Geography

#### Geographical skills and fieldwork-

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key.

### History

Historical Enquiry- Learn about the lives of significant individuals who have contributed to national & international achievements. Address & devise questions about change, cause, similarity & difference, and significance, & construct informed responses that involve the selection of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.