

Space Miners

A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.

Mining: What part did it play in the changes that took place in Britain during the Industrial Revolution?

(Joseph Gray; the founder of the company. When where and how did our team originate? What skills and knowledge is our company's history & reputation based on? Why was mining so important?)

Also:

Creation of class timeline. To include all MoE contexts to date.

Science:

Forces
Gravity
Air and wind resistance
Friction

Mechanisms which allow a smaller force to have a greater effect (eg, pulleys, levers and gears)

(Life in space, operating in zero gravity. Mining mechanisms: how can we lift heavy product? Will the same mechanisms work on the moon?)

Music:

Year 5: Weekly guitar
Year 6: Optional weekly guitar
Listening and responding
(A study of Holst's 'The Planets' and other music inspired by space)

Religious Education:

A study of Christianity (with Helen Keep)

RSE:

The internet in our daily lives: Internet Safety and harms (Social Media, passwords, pros and cons of The Internet)

Respectful relationships & being safe: How to recognise bullying in all its forms, appropriate boundaries.

Public reactions and opinions (voiced via social media) regarding our work with NASA. What is the impact on us? When should we voice our opinion- how can we voice our opinion? What is bullying? Is it different to cyber bullying?)

Online safety workshop with OpenView Education

Design Technology and Art & design:

Design, make and evaluate a working mechanism- to include levers/pulleys/gears
(How can we successfully mine- surface or underground- when we arrive on The Moon?)

Art & Design:

Explore the work of a range of great Artists, evaluate and analyse creative works, create sketchbooks, detailed drawings, mastery of techniques etc

(Study visit to St. Ives and preparatory work)

Maths:

Place Value
Addition and Subtraction
Multiplication and Division
Shape (with Alice Hood)

(How far do we need to travel- what are the distances? When constructing our mining equipment- how can we budget?)

English:

Reading: non-fiction and reference books; class novel (*The Memory Thieves* by Darren Simpson).

Writing: develop composition, spelling, vocabulary, grammar and punctuation through journal writing, report writing, poems, information texts, emails etc.

Spoken language: listen, respond, describe and participate orally in fictional narrative and class discussions.

Modern Foreign Language:
French with Helen Keep

PE:
Premier Sport

Computing:

Use search technologies effectively and appreciate how results are ranked. Be discerning about content.
(Ongoing research tasks)

Use technology safely, respectfully and responsibly, recognise unacceptable behaviour, identify a range of ways to report concerns about content.
(ongoing use of ipads/imac)

Esafety
(International press stories gaining momentum in the lead up to the mission-causing social media attention. What to believe on SM?)

Geography:

Locational knowledge of the UK (including counties and cities and key topographical features)

Use the eight points of a compass

Use maps, atlases, globes and digital mapping.

Gray Mining history: Where did we mine coal? How can we describe the locations of the mines?