



# **National Curriculum Profile**



## **NATIONAL CURRICULUM PROFILE**

The resource pack has been especially written and designed in line with the requirements of the national curriculum by Wirral teachers. Outlined below is a profile of how each of the units relates to the national curriculum. This is by no means exhaustive but should be used as a guideline to help you achieve the maximum benefit from your visit. As you read through the material you will soon realise that there is tremendous scope for a much broader level of study than just the ferries themselves.

Promoting Learning Across the Curriculum – all units help promote the following areas of the curriculum to varying degrees:

- the spiritual, social, moral and cultural development of pupils
- citizenship
- communication including use of language, application of number, ICT, working with others and problem solving
- improving own learning and performance
- thinking skills
- financial capability
- education for sustainable development

### **Crossing the Mersey (Unit 2)**

**English** AT1 Speaking and Listening  
AT2 Reading  
AT3 Writing

Many of the tasks and sources will develop pupils knowledge, skills and understanding in reading, writing, speaking and listening, including reading for information R (39-a), preparing for a debate SL (3a-f), reading R (4f), writing poetry W (2a-f), narratives W (1a-e, 2a-f) and discussing in groups SL (3a-f).

**Maths** Number – decimal notation: fares and tariffs 2i.  
Handling Data 2 a,b,c,f) – passenger numbers

**Science** AT1 Investigative skills AT4 Forces – Experiments in floating & sinking

**History** Develop the following: knowledge, skills and understanding.  
1ab Chronology  
2a,b,c,d Events, people and change

3	Interpretation
4a,b	Enquiry
5a,b,c	Communication
7	A local study – how an aspect in the local area has changed over a long period of time; <u>or</u> how the locality was affected by a significant local development (i.e. Mersey Ferries).
8	British History (a) Victorian Britain – the impact of Significant changes in transport on the lives of people from different sections of society <u>or</u> (b) Britain since 1930 – the impact of technological changes on the lives of people from different sections of society.

**Geography** There are opportunities for geographical knowledge, skills and understanding to be developed through the study of the changes in transport provision across the river over time. Also specific tasks linked to sustainable development. No specific NC references are applicable in this section.

### People of Merseyside (Unit 3)

<b>History</b>	1a,b	Chronological understanding – people and changes, dates and vocabulary relating to passing time.
	2a,b,c	Knowledge of understanding of events, people and changes, experiences of people in the past, and reasons for those changes.
	3	Interpretation – recognising that the past is represented and interpreted in different ways and reasons for this.
	4a,b	Historical enquiry – find out events using a range of sources including ICT.
	5a,b,c	Communication – using dates and historical information describe the periods studied.
<b>Geography</b>	1c	Geographical enquiry – analyse evidence and draw conclusions.
	2c,d	Developing geographical skills through using appropriate fieldwork, maps/plans, secondary sources etc.
<b>English</b>	AT1	Speaking and listening – discussion and opinion.
	AT2	Reading – scan texts for information. Distinguish between fact and opinion.
	AT3	Writing – broaden vocabulary. Plan, draft and evaluate writing.
<b>Maths</b>	A2	Number – Percentages – examining data Number operations
	4	Data handling, interpreting tables, producing graphs, drawing conclusions from data.
<b>Technology</b>	AT1	Designing products – generate ideas, plan and communicate design ideas.

**PSHE**      2e,l      Spiritual, moral, cultural, social issues.  
Preparing for citizenship.

## **The River & Pollution (Unit 4)**

### **Geography**

- 1a. Asking geographical questions – discovering pollution.
- b. Collect and record evidence – surveys.
- 3a. Identifying and describing places – pollution recording from beach...
- 5a. Recognise how people improve environment or damage and how decisions can affect future quality of peoples lives.
- 5b. Recognise how and why people may seek to manage environments and to identify opportunities for their own involvement.

### **History**

- 1a. Demonstrate awareness of human involvement and changes over a period of time – History of ferries, quality of water, manipulation of navigation of river.
- 5c. Communicate their knowledge and understanding of history in a variety of ways – ICT, Art.
- 7. Study investigating how aspect in local area has changed over a long period of time.

### **Science**

- 2i. Make comparisons and identify simple patterns in observations / other data – pollution survey.
- j. Use material in 2i to draw conclusions.
- 5a. Ways in which living things in environment need water classification poster – protection.
- b. Different plants / animals in different habitats.  
River water survey.
- c. How animals / plants suited to environment.  
Water detectives pack.

## **English**

### Reading

- 2a. Children taught to use inference and deduction.
- b. Look for meaning beyond the literal.

Writing i.e. use features of layout, presentation and organisation effectively.

- 2a-d Planning and drafting.
- d. Presenting.
- e. Evaluating

## **Ships and Shipping (Unit 5)**

### **Geography**

Developing geographical skills

- 2a,d,e Using geographical vocabulary, secondary sources and maps.
- 3a,b,c  
d,e,g Knowledge and understanding of places –  
describing places, locations, environments / how they fit into the wider  
geographical context.  
Identify how and why places change.
- 5a Knowledge and understanding about how decisions about places and  
environments affect the future quality of people's lives.
- 6a,c,d Locality study in the UK.  
Water and its effect on landscapes and people.  
Settlements changing.

### **History**

AT1-5

### **English**

AT1-3

### **Technology**

- AT1/2 Generating ideas, planning and communicating ideas.  
Exploring sensory qualities of materials and their uses.

## **Art**

AT1/2/4/5 Exploring and developing ideas – recording from experience and first hand observation.  
Investigate and combine visual / tactile qualities of materials.  
Evaluating and developing work – comparing ideas, methods and adapting work.  
Knowledge and understanding about visual and tactile elements.  
Investigating art and design in variety of genres, museum, and gallery visits,  
design / art with a locality.

## **PSHE**

2 e/i Spiritual, moral, cultural, social issues.  
Preparing for citizenship