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**KS1 Cross-curricular Teaching Resources**

**About Rescue Wooden Boats**

Boat builders and craftsmen David Hewitt and George Hewitt, together with wooden working boat enthusiasts launched a charitable trust called Rescue Wooden Boats in 2011.

Its aims are to:

* Restore examples of wooden working boats back to use on the water,
* Tell their stories through film and photographs,
* Conserve the crafts and skills involved in building and using them, as

well as to

* Encourage young people to become actively involved in understanding

their maritime heritage.

Rescue Wooden Boats has been given ***Dunkirk veteran*** [***Lucy Lavers***](http://www.rescuewoodenboats.com/Lucy_lavers) a Liverpool single screw lifeboat, built in 1940, by the *[Dunkirk Little Ships Restoration Trust](http://www.dlsrt.org.uk/" \t "_blank" \o "Dunkirk Little Ships Restoration Trust)*. Their first project is to restore her with the help of a Heritage Lottery Grant and to return her by sea to Dunkirk for the 75th anniversary in 2015. After this she will give trips afloat in Wells-next-the-Sea.

They have set up a ***Visitor and Education Centre in Stiffkey***, North Norfolk, which is housed in part of the old artillery training military camp, and tells the story of *Lucy Lavers* and working fishing boats and boatbuilding through displays, films and artefacts. Visitors can also see the working boat yard next door where the restoration works is taking place.

Rescue Wooden Boats is filming the restoration work as well stories from fishermen and life boatmen and of the boats themselves. There are over ***100 short films*** on their website.

Rescue Wooden Boats also has a number of fishing boats, whelkers and crab boats which are waiting to be restored and returned to being used afloat.

**Rescue Wooden Boats**

**KS1 Cross-curricular Teaching Resources**

**Lesson summary**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Curriculum links** | **Activity** |
| Floating and sinking (p. 4) | Science (Working scientifically, Everyday materials, Uses of everyday materials) | Children make predictions about whether a range of objects will float or sink. Children test their predictions. Children attempt to explain why some objects float and others sink. |
| Lifeboat rescue (p. 5) | English (Composition), Art and design | Children draw a series of pictures showing a lifeboat rescue and add sentences to explain what is happening in each scene. |
| Where is Lucy Lavers? (p. 6) | Geography, Art and design, Computing, English (Composition) | Children label maps of Norfolk and Suffolk with place names showing where Lucy Lavers was based and is now being restored. They add direction labels to the map then draw pictures of the types of environment found at Stiffkey and/or Aldeburgh, using the Internet to search for photographs to help them. They identify physical features and human features and compare these habitats to where they live. |

**Using these resources**

These lesson plans can be used individually within your own longer scheme

of work, or as part of cross-curricular themed days/weeks. The resources can be used as provided, or they can be adapted to meet the needs of your own class/es.

**Visiting the Education Centre and getting involved**

These resources can be used by teachers to help them to prepare students for a visit to the Rescue Wooden Boats Education Centre. They can also be used to help students to understand the restoration project before the Dunkirk 75th anniversary commemoration in 2015, as well as after Lucy Lavers has returned from her 75th anniversary trip to Dunkirk in May 2015.

**Abbreviations:**

BA = Below average (activity for pupils needing extra support)

A = Average (core activity)

AA = Above average (activity for most able pupils)

RS = Resource Sheet

**Rescue Wooden Boats Key stage 1 lesson resource**

|  |  |  |
| --- | --- | --- |
| 1. **Floating and sinking** | | |
| **National Curriculum criteria/cross-curricular links**  Science (Working scientifically, Everyday materials, Uses of everyday materials) | | |
| **Lesson objectives**  To make predictions about whether a range of objects will float or sink. To test predictions. To try to explain why some objects float and others sink. | | |
| **Lesson plan**  Show the children a heavy item (e.g. a stone) and a light item (e.g. a feather). Ask them to put up their hand if they think the stone will float. Drop the stone into the water and ask them what happened. Repeat with the feather.  Display the word ‘prediction’ on the board and ask if anyone can read the word out loud. Ask if any of the children know what the word means. Explain that they have all made predictions about the feather and the stone.  Show the equipment to the children and provide them with RS1. Explain that they will be making predictions about whether different items will float or sink. They will write their predictions in the results table, then they will test their predictions.  Children complete activity, working in pairs or small groups.  Children share their results with another pair/group, then the class.  Children discuss in groups why some objects floated, while others sank, then feedback their ideas to the class.  Children try to explain in their own words why some objects sank and others floated. | | |
| **Lesson outcome**  Children make predictions about which items will float and which will sink.  **Success criteria** | | |
| **AA**  Make predictions about which objects will float and which will sink. Test the predictions. Explain why some objects floated and others sank. | **A**  Make predictions about which objects will float and which will sink. Test the predictions. Try to explain why some objects floated and others sank. | **BA**  Using the help sheet (RS1a), make predictions about which objects will float and which will sink. Test the predictions. Use the writing frame to explain why some objects floated and others sank. |
| **Resources**  RS1 Floating and sinking predictions and results table  RS1a Floating and sinking predictions and results table (with guided results table and writing frame)  Containers, jugs, water, paper towels  Variety of objects to test | | |
| **Health and safety**  Slip hazard from spilt water – encourage children to report and mop up spills quickly to avoid anyone slipping over. | | |

**Rescue Wooden Boats Key stage 1 lesson resource**

|  |  |  |
| --- | --- | --- |
| 1. **Lifeboat rescue** | | |
| **National Curriculum criteria/cross-curricular links**  English (Composition)  Art and design | | |
| **Lesson objectives**  To draw a series of pictures showing a lifeboat rescue. To write sentences to explain what is happening in each scene. | | |
| **Lesson plan**  Ask the children to name people who help us. Talk about who might help us if we were in a boat that was in danger.  Show RS2 PowerPoint of lifeboat images and use the pictures to structure a conversation with the children about the work of lifeboats.  Explain that the children are going to come up with their own lifeboat rescue story. Talk about what might happen in their stories.  Children complete the activity, using sheets RS2a or RS2b.  The children share their work with children at another table.  Choose some of the children’s work to share with the class. | | |
| **Lesson outcome**  Children draw a lifeboat rescue and explain what is happening in each picture.  **Success criteria** | | |
| **AA**  Draw pictures and write a relevant description of what is happening in each scene, using sentences. | **A**  Draw pictures and write a description of what is happening in most scenes (may not always be relevant or using full sentences). | **BA**  Draw pictures and use the guided boxes to write a description of what is happening in most scenes. |
| **Resources**  RS2 Lifeboat rescue PowerPoint  RS2a Lifeboat rescue scenes sheet  RS2b Lifeboat rescue scenes sheet (with guided boxes for writing)  Colouring materials | | |
| **Health and safety**  N/A | | |

**Rescue Wooden Boats Key stage 1 lesson resource**

|  |  |  |
| --- | --- | --- |
| 1. **Where is Lucy Lavers?** | | |
| **National Curriculum criteria/cross-curricular links**  Geography  Art and design  Computing  English (Composition) | | |
| **Lesson objectives**  To identify places on a map and to recognise directions (N, S, E, W). To describe different types of environment and to recognise features made by nature and features made by humans. To use the Internet to find resources. To describe different habitats. | | |
| **Lesson plan**  Show children a picture of the Lucy Lavers lifeboat (RS3 PowerPoint). Explain that she was a lifeboat at Aldeburgh and is now being restored at a boatyard in Stiffkey.  Provide children with maps of Norfolk and Suffolk (or show RS3 PowerPoint).  Add labels for Aldeburgh and Stiffkey to show where Lucy Lavers was based and is now being restored (RS3a map labels).  Use a compass to add direction labels to the map (RS3a map labels). State the direction Lucy Lavers has travelled in.  Use the Internet to search for photographs of Aldeburgh and Stiffkey. Draw pictures and add keyword labels of the type of environment found at Stiffkey and/or Aldeburgh.  Ask the children to work in pairs or small groups to identify physical features and human features.  Children write comparative descriptions of Aldeburgh or Stiffkey and where they live (using RS3b or RS3c). | | |
| **Lesson outcome**  Children identify locations on a map and recognise differences between the features found at different locations.  **Success criteria** | | |
| **AA**  Identify places and directions on a map. Choose appropriate images from the Internet and use them to make drawings. Identify physical and human features. Write a comparison of two habitats using sentences. | **A**  Identify places and directions on a map. Choose mostly appropriate images from the Internet and use them to make drawings. Recognise different features. Write a comparison of two habitats mostly using sentences. | **BA**  Identify places on a map. Choose some appropriate images from the Internet and use them to make drawings. Recognise differences between two locations. Write a comparison of two habitats using writing frame. |
| **Resources**  RS3 Where is Lucy Lavers? PowerPoint  RS3a Map labels and blu-tak  RS3b Comparing locations sheet  RS3c Comparing locations sheet (with writing frame)  Colouring materials, Internet access | | |
| **Health and safety**  Refer to school Internet access policy as applicable | | |

RS1: Floating and sinking NAME:……………………………………………………………..

**Does it float or sink?**

**Aim:** To find out if different objects float or sink

**What to do**

1. Choose six objects
2. Write in the table if you think the object will sink or float
3. Fill up your container with water
4. Place each object in the water to see if it floats or sinks
5. Write in the table if it floated or sank

**Your results**

|  |  |  |
| --- | --- | --- |
| **Object** | **Prediction**  **Will it float or sink?** | **What happened**  **Did it float or sink?** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |

**Why did some objects float and other objects sink?**

**……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..**

RS1a: Floating and sinking NAME:……………………………………………………………..

**Does it float or sink?**

**Aim:** To find out if different objects float or sink

**What to do**

1. Choose six objects
2. Tick in the table if you think the object will sink or float
3. Fill up your container with water
4. Place each object in the water to see if it floats or sinks
5. Tick in the table if it floated or sank

**Your results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Object** | **Prediction**  **Tick the box** | | **What happened**  **Tick the box** | |
| **Float** | **Sink** | **Float** | **Sink** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |

**Cross out the wrong word:**

I think the heavy/light objects floated/sank.

**Fill in the gaps:**

I think the …………………objects ……………………….. .

RS2a: Lifeboat rescue NAME:……………………………………………………………..

|  |  |
| --- | --- |
| 1 | 2 |
| 3 | 4 |

RS2b: Lifeboat rescue NAME:……………………………………………………………..

|  |  |
| --- | --- |
| Where is the lifeboat going?  1 | What is the lifeboat doing?  2 |
| Who are the people on the lifeboat?  3 | How does the lifeboat get home?  4 |

RS3a: Where is Lucy Lavers?

**Map and direction labels**

|  |  |
| --- | --- |
| Aldeburgh | Stiffkey |
| Norfolk | Suffolk |
| Where I live | North |
| South | East |
| West |  |
|  |  |

RS3b: Where is Lucy Lavers? (Page 1 of 2) NAME:…………………………………………………………….

**Different places**

Use photos from the Internet to draw a picture of Aldeburgh and a picture of Stiffkey.

|  |  |
| --- | --- |
| Aldeburgh | Stiffkey |

Can you add these labels to your drawings - sea, beach, houses, boat

Write a description of each place

Aldeburgh**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

Stiffkey**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

RS3b: Where is Lucy Lavers? (Page 2 of 2) NAME:……………………………………………………………..

**Different places**

**Can you see anything in Aldeburgh or Stiffkey that is natural? Can you see anything that has been made by a person?**

|  |  |
| --- | --- |
| **Natural** | **Made by a person** |

**Write about where you live.**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Is it like Aldeburgh or Stiffkey or is it different?**

**………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

RS3c: Where is Lucy Lavers? (Page 1 of 2) NAME:……………………………………………………………..

**Different places**

Use photos from the Internet to draw a picture of Aldeburgh and a picture of Stiffkey.

|  |  |
| --- | --- |
| Aldeburgh | Stiffkey |

Can you add these labels to your drawings - sea, beach, houses, boat

Choose words to describe each place:

Aldeburgh is next to the sea / a river / a field**.**

The beach is made of sand / stones / mud.

I can see lots of ………………………at the edge of the beach.

At Stiffkey there are lots of ducks / boats on the sea / river.

It is a flat area / there are lots of hills.

RS3c: Where is Lucy Lavers? (Page 2 of 2) NAME:……………………………………………………………

**Different places**

Can you see anything in Aldeburgh or Stiffkey that is natural? Can you see anything that has been made by a person?

|  |  |
| --- | --- |
| **Natural** | **Made by a person** |

Write about where you live.

I live in ………………………………………………………………………………..……………

It is a town / village.

I like living there because …………………………………………………………………………………………………………………………………………………………………………………………………………………………

It is like / not like Aldeburgh because

**………………………………………………………………………………………………………………………………………………………………………………**

It is like / not like Stiffkey because

**………………………………………………………………………………………………………………………………………………………………………………**