

Submerged City

National Curriculum Objectives:

Reading:

English Year 5 & Year 6: (P5/2d) Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

English Year 5 & Year 6: (P2/2e) Understand what they read by predicting what might happen from details stated and implied

Level of this Pack:

Age: 10-11

England: Year 6

Scotland: Primary 7

Wales: Year 6

Australia: Year 5/Grade 5

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Submerged City – Follow-up Work

1. Can you identify the city? What clues are there to suggest this? (C6/2b)

2. Is there anything unusual in the picture that you wouldn't normally expect to see? (L5/2g)

3. Where would you normally expect to find the animals that are present in the image? (C6/2b)

4. What do you think has caused the flooding? (P2/2e)

5. Do you think this is a real picture of possible future events? Why/why not? (C4)

6. What do you notice about the unusual tower? Why do you think it was built? (P5/2d)

7. Do you think the tower is large enough to provide sanctuary for the whole population of London? If not, what has happened to the rest of the people? (P2/2e)

8. Do you think that people would be able to live in a tower like this indefinitely? (P2/2e)

9. Would you like to live in a tower like this? Explain your answer with reference to the text. (R2)

10. Do you think the rest of the UK is flooded too? (P2/2e)

11. How would you describe the body language of the polar bears and seals? (P5/2d)

12. Identify ONE question you would like to ask about this scene. (P4)

13. Summarise this image in a few, well chosen sentences. (S2/2c)

Write the definitions for each of these words.

apocalyptic	
catastrophe	
derelict	
devastation	
dystopia	
evacuate	
futuristic	
indefinitely	
glacier	
global warming	
ice cap	
precipitation	
sanctuary	
submerged	
sustainable	

Task A

Add -cial or -tial to complete these words.

- offi_____
- spe_____
- par_____
- artifi_____
- confiden_____
- essen_____

Task B

Correct the spelling of these words.

- sacrafice _____
- guarantee _____
- signeture _____
- appreciate _____
- acheive _____
- desparate _____

Challenge

Make up your own mnemonic to help you remember how to spell the following words:

environmental

catastrophe

dilapidated

Submerged City – SPAG

- Search the image for as many different nouns as possible and record them in the chart below.

Common Noun	Proper Noun
Collective Noun	Abstract Noun

- Use a selection of the prepositions below to write sentences about the image.

above	under	next to	in front of
behind	near	between	beyond

Submerged – Oral Teacher Questions

1. Can you identify the city? What clues are there to suggest this? (C6/2b) **Some famous London landmarks are visible e.g. Big Ben, Tower Bridge, The London Eye, The Gherkin and St Paul's Cathedral.**
2. Is there anything unusual in the picture that you wouldn't normally expect to see? (L5/2g) **Answers could include: such high flood waters, polar bears and seals, floating ice, an unusual looking tower.**
3. Where would you normally expect to find the animals that are present in the image? (C6/2b) **The Arctic**
4. What do you think has caused the flooding? (P2/2e) **Children may suggest heavy rain, although the waters may be too high for this. They may make links to increasing global temperatures causing ice from both polar regions to melt; this results in rising sea levels and flooding.**
5. Do you think this is a real picture of possible future events? Why/why not? (C4) **It would be very unlikely that the polar bears and seals would have travelled that far from the Arctic. The ice they are floating on would probably have melted as it's warmer in the UK than in the Arctic. Flood defences are already in place on the River Thames so this level of flooding may not be possible. In the future, steps may have been taken to prevent further melting of the polar ice caps. This is an artistic impression of a possible future.**
6. What do you notice about the unusual tower? Why do you think it was built? (P5/2d) **It appears to have been built for people to live in. It looks like it has been designed specifically for this purpose as it is water-tight and has a power supply. The city is in ruins, so the people of London would be homeless without it. Or, it may be just a tourist attraction and everyone has long since been evacuated to other areas.**
7. Do you think the tower is large enough to provide sanctuary for the whole population of London? If not, what has happened to the rest of the people? (P2/2e) **Over 8 million people live in London, so it would be impossible for them all to live here. Perhaps more of these towers have been built. Perhaps some people have been evacuated.**
8. Do you think that people would be able to live in a tower like this indefinitely? (P2/2e) **Pupils will need to consider where fresh food and water is going to come from. They would also need to consider where the power supply for lighting, heating and cooking is coming from.**
9. Would you like to live in a tower like this? Explain your answer with reference to the text. (R2) **Various responses.**
10. Do you think the rest of the UK is flooded too? (P2/2e) **Low lying areas would probably be in the same state, but parts of the UK are much higher above sea level and might have escaped the floods.**
11. How would you describe the body language of the polar bears and seals? (P5/2d) **They appear to be watching each other cautiously. The seals will see the polar bears as a threat and the polar bears will see the seals as a potential meal. Currently, they look too relaxed to be of any threat.**
12. Identify ONE question you would like to ask about this scene. (P4) **Various responses.**
13. Summarise this image in a few, well chosen sentences. (S2/2c) **Various responses.**

Write the definitions for each of these words.

apocalyptic	describing the complete destruction of the world
catastrophe	an event causing great and often sudden damage or suffering
derelict	in a very poor condition as a result of disuse and neglect
devastation	great destruction or damage
dystopia	an imagined place or state in which everything is unpleasant or bad
evacuate	remove someone from a place of danger to a safe place
futuristic	having or involving very modern technology or design
indefinitely	for an unlimited or unspecified period of time
glacier	a slowly moving mass of ice
global warming	a gradual increase in overall temperature of the Earth's atmosphere
ice cap	a covering of ice over a large area, especially on the polar region of a planet
precipitation	rain, snow, sleet or hail that falls to the ground
sanctuary	a place of refuge or safety
submerged	cause to be underwater
sustainable	able to be maintained at a certain rate or level

Task A

Add -cial or -tial to complete these words.

- official
- special
- partial
- artificial
- confidential
- essential

Task B

Correct the spelling of these words.

- sacrafice sacrifice
- guarantee guarantee
- signeture signature
- appreciate appreciate
- acheive achieve
- desparate desperate

Challenge

Make up your own mnemonic to help you remember how to spell the following words:

environmental

catastrophe

dilapidated

Submerged City – SPAG

- Search the image for as many different nouns as possible and record them in the chart below.

Common Noun	Proper Noun
e.g. seal polar bear building water ice clock	e.g. London Big Ben St Paul's Cathedral The Gherkin Tower Bridge The London Eye
Collective Noun	Abstract Noun
e.g. celebration of polar bears herd of seals crowd of people	e.g. chaos sorrow hunger hope anger hopelessness

- Use a selection of the prepositions below to write sentences about the image.

above	under	next to	in front of
behind	near	between	beyond

e.g. Above the submerged city, the sun shone weakly.
Under the grimy, polluted water, the lights from the tower shone brightly.
A futuristic tower stood next to the old, historic building.
In front of the Gherkin, a collection of bemused animals waited on the ice.
Behind the safety of the water-tight window, people stood and gawped at the overwhelming sight.
Near the seals, some hungry and expectant polar bears stood.
Between the buildings, several chunks of ice floated gently by.
The scene of utter devastation continued beyond Tower Bridge.

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1/2a	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices