

What can we learn from the Titanic disaster?

History
Y4
Summer 1

End Points:

Change

- Children will understand the different social classes (and their treatment) travelling on the Titanic and compare this with what they know today.

Cause and Effect

- Children will understand that the Titanic disaster had a huge impact on safety aboard subsequent passenger ships and know the impact of changes to communication systems and procedures.

Significance

- Children will know the significance of the Titanic Disaster as a recent historical event.

Assessment:

- Can you explain the difference between the social classes onboard the Titanic?
- What impact did the Titanic disaster have on passenger safety?

Links:

Text – I was there ... Titanic by Margi McAllister

Geography – Children will have an understanding of the movement of people to create settlements in other places/countries.

Prior Learning:

From the Y3 topic on Middlesbrough, children will know that people move and migrate for different reasons (jobs, better life etc)

Key Aspects of the Unit:

Skills:



Knowledge:



Concepts (end points):



Key Knowledge:

- Children will know that the sinking of the Titanic is considered one of the most significant maritime disasters in history.
- Children will know that the ship was one of the most luxurious and advanced ships of its time.
- Children will understand why the events, at the time, were reported differently.
- Children will learn that some of the US's most wealthy people were on board the ship (eg JJ Astor, Benjamin Guggenheim)
- Children will know that, at the time, there were three different social classes and how significantly different third class were treated.
- Through the use of passenger lists, children will look at the distribution of deaths and attempt to give reasons for this.
- As significant people, children will know that: the Titanic was built by Harland and Wolff in Belfast
the captain of the ship was E J Smith
the Titanic was owned by White Star Lines, which was owned by J Bruce Ismay
- Children will know that there was an investigation to this disaster.
- Children will know, that as a result of this investigation, there were a number of key recommendations that were made and that these are still in place today.

Historical Skills:

- The child can reach a valid conclusion based on devising and answering questions relating to a historical enquiry. E.g What do we know about the Titanic disaster?
- The child can identify some features associated with themes, societies, people and events. E.g., How did the class system differ on board the Titanic?
- Children can sequence with some independence many of the significant events, people covered in the enquiry using appropriate dates, period labels and terms. E.g., Place important events on a timeline, annotate with dates and significant information.

Vocabulary

Titanic	A word derived from the character in Greek mythology meaning gigantic
R.M.S	Royal Mail Ship
Shipyard	A place where ships are built and repaired
Maiden Voyage	The first journey of a ship
First Class	Accommodation for very rich people who were given preferential treatment and luxury
Second Class	Accommodation for those with enough money to pay for comfort
Third Class	The cheapest accommodation for those with little money
En-route	On the way
Transatlantic	Crossing the Atlantic Ocean
Propeller	A device that makes a ship move
Lookout	A person stationed to keep watch for danger or trouble.
Iceberg	A large floating mass of ice

Disaster	A sudden accident that causes great damage/death
Lifeboat	A specially constructed boat to rescue people in distress at sea
Unsinkable	Cannot be sunk
Survivor	A person remaining alive after an event in which others have died.