

ROSE WOOD ENQUIRY DRIVEN CURRICULUM



What can we learn from the Titanic disaster?

Year 4 Summer Term 1

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 4	What can we learn from the Titanic disaster?	Term: Summer 1
<p>This enquiry is a stand-alone study beyond the National Curriculum that allows some very strong links with the geography curriculum as well as links to the industrial revolution and steel industry. The main purpose is to look at SMSC and the difference between different classes of people and how they were treated historically with comparisons to present day. It allows the continuation of the study of concepts of change and cause and effect but also allows a clear progression in the uses of sources of evidence and the advancement to becoming more discerning about the sources of evidence used taking into account the different viewpoints of different people as documented at the time. This topic also feeds into the following half term's topic on the USA with the Titanic's intended destination being New York.</p>		
<p>Prior Learning (Direct Pathway)</p> <p>Geography – Map and Atlas work Children will build on their knowledge of oceans and continents studied in Year 2 during their enquiry about the voyages of James Cook and earlier in Year 4, plastic pollution and rivers. Pupils will build on their knowledge of the compass points compass points (Year 1 Fire of London Enquiry, Year 2 James Cook, Year 3 Middlesbrough and Year 4 plastic pollution).</p> <p>Geography – Human processes They will build on prior learning about Middlesbrough as an important port (Year 3) and will extend this knowledge to learn about ship building and the importance of transport of goods, people and mail across the oceans.</p>		
<p>Prior Learning (Indirect Pathway)</p>		

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Enquiry Question

**WHAT CAN WE
LEARN FROM THE
TITANIC
DISASTER?**

Using their knowledge of sound and how it travels, children will learn about Morse code and the role it played in communication at the time

Learn about lines of longitude and latitude – understanding the equator/tropics and Greenwich Meridian.

Children will have a better understanding of why many people were on the Titanic, sailing to New York and learn about the different treatment/opportunities of the different social classes at the time.

Content on Direct Pathway

Children will learn about the excitement in the build-up to the maiden voyage of the Titanic. We will study Pathe news and look at newspapers from the day, all of which reported different accounts of the events from the events and be able to explain why. We will then travel back in time to study the design of the ship and look at different social classes at that time.

We will follow the Titanic's maiden voyage, starting with the initial excitement and great anticipation of travelling on the world's largest and first unsinkable ship - to the devastating events on the night of 15th April 1912. As we travel across the ocean, we will be able to identify and name important lines of latitude and date time zones. During those fateful, final hours with the lights of the sinking ship still burning – the orchestra continued to play in an attempt to calm hysterical crowds. We will listen to and appreciate a wider range of music and develop an understanding of its history.

Children will learn about the wealthy travellers on board and study Molly Brown and one of their choice in greater depth in order to write a biography. Children will write diary entries, at different points along the voyage, in the role of a passenger of their choosing.

Learning Showcase

Children will lead an exhibition of beautiful work, which will include dressing up as a passenger/crew member sharing their knowledge of the Titanic. Following on from the appreciation of classical music, the children will then waltz for the parents. A display of advertising posters of the time will be available also.

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



Knowledge Narrative

The Titanic was built by White Star Line to be the fastest voyage across the Atlantic from Europe to North America. It left Southampton and then it travelled onwards toward New York. It hit an iceberg in the Atlantic Ocean and sank. There were not enough lifeboats for the number of passengers on-board. A rescue attempt was made by another ship, but many people died.

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<u>Year Group:</u> 4	<u>Term:</u> Summer 1
<u>Title:</u> What can we learn from the Titanic Disaster?	<u>Key Focus:</u> History
Project Enhancements: <i>Titanic Day</i>	
<u>How can you help?</u> At home, please could you: <ul style="list-style-type: none">• continue to listen to your child read a minimum of three times a week,• help your child to learn to spell the words on the weekly spelling list,• help your child to learn their times tables and division facts up to 12 x 12 If you wish to do additional homework with your child, you could: <ul style="list-style-type: none">• Use maps to study the route of the Titanic• Visit the library to read more about the Titanic	

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What can we learn from the Titanic disaster?		
<p>History Y4 Summer 1</p>	<p>End Points:</p> <p>Change</p> <ul style="list-style-type: none"> Children will understand the different social classes (and their treatment) travelling on the Titanic and compare this with what they know today <p>Cause and Effect</p> <ul style="list-style-type: none"> 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 <p>Significance</p> <ul style="list-style-type: none"> Children will know the significance of the Titanic Disaster as a recent historical event <p>Assessment:</p> <ul style="list-style-type: none"> Can you explain the difference between the social classes onboard the Titanic? What impact did the Titanic disaster have on passenger safety? 	
<p>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</p>		
<p>Prior Learning: From the Y3 topic on Middlesbrough, children will know that people move and migrate for different reasons (jobs, better life etc)</p>		
<p>Key Aspects of the Unit: Skills:</p>	<p>Knowledge:</p>	<p>Concepts (end points):</p>
 	 	  

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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 understand 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

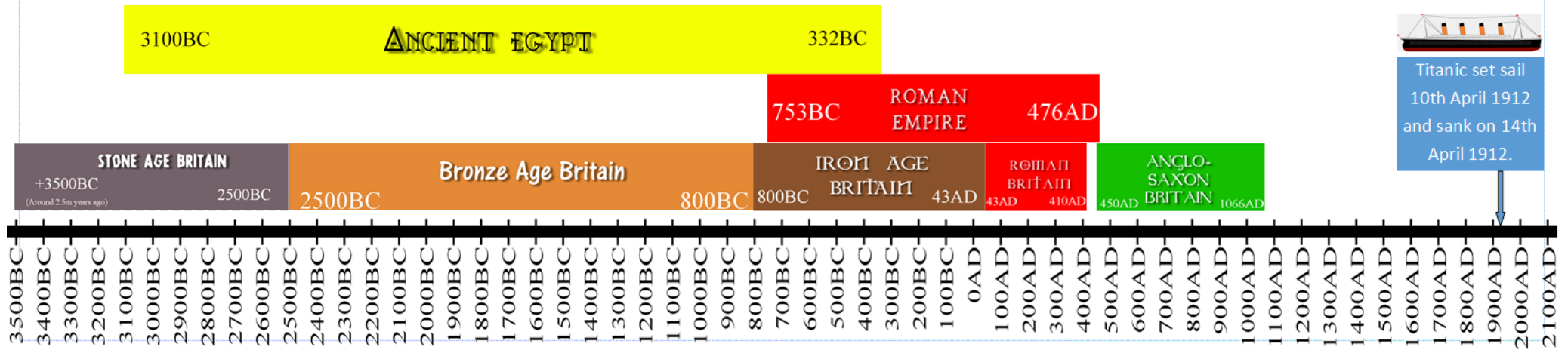
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Third Class	The cheapest accommodation for those with little money
En-route	On the way
Transatlantic	Crossing the Atlantic Ocean
Propeller	A device that makes a ship move
Lookout	A person stationed to keep watch for danger or trouble.
Iceberg	A large 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.

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Constructing the past






Sequencing the Past






Geography

[Location Map Link](#)

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Unit Title: What do we know about the Titanic disaster?	
Y4 Summer 1	<p>End Point - The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> • Identify the world's continents, with focus on Europe and North America • Locate the Atlantic Ocean • Know the planned route of the Titanic <p>End of unit assessment task: To use Digimap for Schools to plot the route of the Titanic, from its construction in Belfast, to Southampton and once passengers boarded. Include notes at each point, giving more information</p>
<p>Links: Text: I was there ... Titanic by Margi McAllister Geography – Children will begin to understand the movement of people to create settlements in another country</p>	
<p>Prior Learning:</p> <ul style="list-style-type: none"> • Know the four countries of the UK and their capital cities and the surrounding seas • Know, name and locate the continents and oceans of the world • Know the 4 compass points and revise 8 compass points • Name and locate Middlesbrough on a map • Know that humans create settlements and that this can be in a different country • Recognise similarities and difference between where they live and other countries • Know that different parts of the world have different climates 	
<p>Key Aspects of the Unit:</p>	
	Map and atlas work/Fieldwork and investigation
	Location
	Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.

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	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Physical Processes: Impact of nature on the earth e.g. erosion, plate tectonics, water cycle.
	Human Processes understand the processes that humans have developed across the globe including travel trade and economics.

Key Knowledge:

- Know that the Titanic was built in Belfast, Northern Ireland by Harland and Wolfe
- Know that the Titanic set sail from Southampton in England. Then to Cherbourg in France. Returned to Ireland (Cobh) and then continued onward to North America
- Revisit the world's continents with a focus on Europe and North America
- Locate the Atlantic Ocean, North Sea and the English Channel
- Revisit the equator, north/south hemispheres/Tropics of Cancer and Capricorn /Arctic and Antarctic Circle
- Revisit longitude and latitude
- Understand that some passengers were emigrating to the United States (to settle) for a better life
- Revisit and use 4-figure grid references
- Revisit and use the 8 compass points

Geographical Skills:

Mapping:

- Use an atlas with more confidence to identify places with different features
- Begin to use 4 figure grid references to locate features on a map.
- Understand why you would use maps at more than one scale and the purposes of them
- Begin to use 8 compass points;
- Begin to use 4 figure grid references to locate features on a map.
- Use the scale bar on a map to calculate some distances
- Begin to match boundaries on difference scale maps (e.g find same country boundaries on a different scale map)
- Use large and medium scale OS maps

Fieldwork:

- Begin to use the eight points of a compass to follow and describe routes and identify locations

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Vocabulary	
atlas	A book of maps
climate	The general weather conditions that are typical
compass points	Any of the main points of a compass: north, south, east, west, north-east etc
continent	A very large area of land that consists of many countries' such as Europe
country	An area of land that is controlled by its own government
harbour	A sheltered port where boats can be left safely
map	A drawing of a particular area such as a city, country or continent
migration	Movement from one place to another in order to settle there
ocean	A huge body of salty water
population	All the people who live in a country or area
port	A harbour area where ships load and unload goods or passengers
sea	A large body of salty water
weather	The condition of the atmosphere in one area at a particular time, for example, if it is hot, raining or cold.

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Spiritual

Pupils will have the opportunity to reflect on whether a person's faith will have impacted on the decisions they made and the way they behaved as the Titanic sank.

Social

Pupils will learn about the social structure in place in Britain at the turn of the 1900's and compare it to the social structure in modern Britain.

Be kind and REAP the rewards

Pupils will learn that some people put other people first. They sacrifice themselves for the benefit of others.

Moral

Pupils will discuss the morality of the class system in Britain in the past. They will discuss the moral dilemma faced as the Titanic sank and they decided who should get on the life boats.

Cultural

Pupils will have the opportunity to have a go at ballroom dancing.

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British Values through EDC

Democracy	Children will discuss and understand the class system operating at the time.
The Rule of Law	At the time of Titanic, it was not law to have life boats or jackets for everyone onboard.
Individual Liberty	Discuss freedom of choice and that working class people were unable to purchase first class tickets, even if they could afford it.
Mutual Respect & Tolerance	Discuss the lack of respect of the upper classes towards working class people and people from different ethnic origins.