

Prior Learning-

Year R- Toys and how they have changed

Year R- Me and my family- change and continuity

Year R- People who help us

Year 1- Guy Fawkes- sources

Year 1- Victorians

Year 1- Florence Nightingale

Year 2- Great Fire of London.

National curriculum:

-Show awareness of the past using common words and phrases relating to the passing of time.

-They should understand some of the ways we find out about the past and identify different ways in which it is represented.

-They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.

-Pupils should be taught about significant historical events, people and places in their own locality.

-Pupils should be taught about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.

Vocabulary:

Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, passengers, first class, second class, third class, crew, captain, cruise liner, White Star Line, Carpathia, crows nest, funnel, engine, iceberg, coal shovelling, grand staircase, ball room, restaurant, Turkish baths, spa, deck, deck chairs, lifeboats, life jackets, flair, orchestra, morse code, menu, steerage, survivors, disaster, collision, New York, Southampton, Belfast, launch, tickets, set sail, stewards, darkness, pitch black, journey, transatlantic, Atlantic ocean, voyage, sinking, unsinkable, maiden voyage, facilities, promenade.

Snapshot overview

Relate to school timeline, how does this relate? Where does this fit into timeline.

What is change? Understanding of living memory (significant event that happened). Examples of own memories.

Sequencing, chronology of events (timeline). Links to previous events taught.

Key facts, first voyage, class', understanding of what life was like,

Aspects of change, how life/things have changed since.

Year Group: 2

Topic: Titanic

| | Learning Objective | Input (including key questions and vocabulary) | Task | Key Learning |
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| Session 1 | I can ask questions about the past | Show picture of Titanic and say the name - what do we know about the Titanic already? class discussion. Where do we think the Titanic goes on the whole school timeline? Discuss and then place on timeline. Teacher to model the process of what they want to find out about the Titanic e.g. I wonder where it was going... I wonder what it was like onboard... I wonder what happened to it... | At tables in mixed ability groups give each group Sugar paper and ask them to answer the following questions - What do you want to know? Think of key questions to find out answers to. | To be able to ask questions to find out about the past. |
| Session 2 | I can use a range of sources to find out information. | Set up Titanic museum in the hall in stations/carousel. Children have stickers saying 'Historians'. Have videos in the hall playing video clips about The Titanic, artefacts, newspaper reports, fact files, PowerPoint presentations, timelines, diary entries, photos, menus. Model to the children using questions from prior lesson and | Clipboards for children to record notes in groups of 3 answering questions from previous lesson. | To know when and where the Titanic set sail from To know where the Titanic was built To know that the Titanic had 1 st , 2 nd , and 3 rd class To know that the Titanic sunk because it hit an iceberg |

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| | | looking at a station e.g. newspaper articles and finding information to answer questions e.g. it says the Titanic set sail to New York. | | |
| Session 3 | I can retrieve facts about the Titanic | <p>Model using resources on the table to answer questions below:</p> <p>Key questions: Can you tell me about the ship? (Where was it built, funnels). Can you tell me what it was like on the ship? (Facilities). Can you tell me about the passengers? What happened to the ship? Discuss the impact that the Titanic had, what has changed since? Lifeboats.</p> <p>NB: Children need to know When and where the Titanic set sail from To know where the Titanic was built To know that the Titanic had 1st, 2nd, and 3rd class To know that the Titanic sunk because it hit an iceberg To know that there were not enough lifeboats or lifejackets to save everyone on board. To know that because of the Titanic we now have enough life jackets and lifeboats for everyone</p> | <p>Put children into groups. Teacher to give a question to each table and children have to research answer, using a range of different sources, and note on sugar paper for WW (Adult can scribe)</p> <p>Children to move round each table (5-10 minutes each) to answer each question. Feedback to class.</p> | <p>To know when and where the Titanic set sail from To know where the Titanic was built To know that the Titanic had 1st, 2nd, and 3rd class To know that the Titanic sunk because it hit an iceberg To know that there were not enough lifeboats or lifejackets to save everyone on board. To know that because of the Titanic we now have enough life jackets and lifeboats for everyone</p> |

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| | | Plenary: How do we know all this? (we have researched using different sources such as videos, powerpoints, pictures, photographs) | | |
| Session 4 | I can find out about the past through re-enactment. | Have a mini-titanic set up in the hall with sections for 1 st class, 2 nd class and 3 rd class in a context in which the adults (teachers and TAs) can treat the children as first, second or third class passengers- it is important the children experience the comfort and discomfort of each class e.g. food types, services types, eating quarters, sleeping quarters. | When children go back to classroom, have a class discussion about what the experiences were like for each class of passenger e.g. 1 st , 2 nd , 3 rd . | To know that the Titanic had 1 st , 2 nd , and 3 rd class To identify one experience for each class passenger. |
| Sessions 5 and 6 | I can retrieve and present information about the Titanic. | Class quiz about everything they know about the Titanic so far. Discuss features of non-chronological/fact file. Teacher models how to use different sentence starter, extending sentences using conjunctions (after that, meanwhile) and organise their report into different sections using the following headings: Origins of the Titanic. (Where was it built, where it set sail from, | Give children time to plan what they would like to write under the above subheadings - using the WW and facts they have learnt in previous sessions. Children to produce their own non-chronological report/fact file. | To know when and where the Titanic set sail from To know where the Titanic was built To know that the Titanic had 1 st , 2 nd , and 3 rd class To know that the Titanic sunk because it hit an iceberg To know that there were not enough lifeboats or |

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| | | <p>why was it built, where was it going, when it set sail). What was it like on the ship? (Facilities, rooms, classes - passengers). What happened to the ship? (it hit an iceberg) What has changed since? (Discuss the impact that the Titanic had e.g. lifeboats and lifejackets and better safety checks).</p> <p>Children write a report using headings and sub-headings.</p> | | <p>lifejackets to save everyone on board. To know that because of the Titanic we now have enough life jackets and lifeboats for everyone</p> |
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Impact

- To know when and where the Titanic set sail from
- To know where the Titanic was built
- To know that the Titanic had 1st, 2nd, and 3rd class
- To know that the Titanic sunk because it hit an iceberg
- To know that there were not enough lifeboats or lifejackets to save everyone on board.
- To know that because of the Titanic we now have enough life jackets and lifeboats for everyone