

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 4**  
**History**



<b>Subject:</b> Why do we remember the Titanic?	
<b>Key Concept/ Theme:</b> Hierachy and Power	
<b>Significance    Perspective and Empathy    Sources of Evidence</b>	
<b>Prior Learning links:</b> <i>Cy 1 T2 Why is Guy Fawkes remembered?    Cy 1 T3 How do we know so much about what happened in the Great Fire of London?</i>	
<b>Vocabulary:</b> Bow, Crew, Collision, Distress signal, Funnel, Hull, Iceberg, Liner, Maiden voyage, Rescue, Stern	
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b> Titanic Dress Up Day	
1.	<p>Reconnect- Look at timeline of previous topics studied. Discuss and Predict where the Titanic will be.</p> <p><b>What do we already know about the Titanic and what can we work out from a picture?</b></p> <p>LO: <i>Let's learn</i> to use picture sources and new words</p> <p>To build on what children already know from stories, general knowledge, film, etc</p> <p>To release prior learning and stimulate new specialist vocabulary through discussion to develop the ability to recall key events and sequence</p> <p>Activities:</p> <p>Children explore a book cover to release prior learning and develop vocabulary.</p> <p>Children list key words they think relate to the Titanic, and annotate black and white copies of the book cover.</p> <ul style="list-style-type: none"> <li>• Post-it challenge to develop new subject-specific vocabulary</li> <li>• Sequencing events of the Titanic</li> </ul>
2.	<p><b>What was so special about the Titanic and what was life on board like?</b></p> <p>Reconnection: Recall main events in order</p> <p>LO: Let's learn why the Titanic was special and empathise with the people aboard</p>

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	<p>Children are able to deduce from clues what was so special about this ship. They make simple deductions about contrasting life styles of 1st and 3rd class in particular. They can describe typical ways in which different passengers passed their time</p> <p>Activities:</p> <ul style="list-style-type: none"><li>• children answer the question What made the Titanic special? by examining a cross-sectional drawing and describing the main features</li><li>• children produce their own brochure, the teacher having modelled what is required</li><li>• children sort pictures into 1st and 3rd class, with more able looking at 2nd class too</li><li>• children match quotations to pictures of 1st, 2nd and 3rd class passengers</li><li>• children match on-board activities to passengers from different class accommodation</li></ul>
3	<p><b>Why and how did the 'unsinkable' Titanic sink?</b></p> <p>Reconnection: 1<sup>st</sup> or 3<sup>rd</sup> class?</p> <p>LO: Let's learn how and why the Titanic sunk</p> <p>Children recall simple details from the story and offer obvious reasons Some pupils will confidently give a clear explanation of main reason but also mention others, using words like 'might also'</p> <p>Activities: Children pick out main causes and bogus ones from a list of possible reasons Children sequence pictures of the Titanic sinking by stages and match or write captions to the sequence</p>
4	<p><b>How should we show the sinking of the Titanic?</b></p> <p>Reconnection: recap reasons for the sinking of the Titanic</p> <p>LO: Let's learn about using different sources</p> <ul style="list-style-type: none"><li>• Children are able to compare and contrast a range of representations. They spot similarities and differences. They use their prior knowledge to make judgements about which are most likely to be accurate. Some start to grasp that when dealing with the past, when the evidence is fragmentary, people are bound to draw different conclusions and the idea of 'artistic licence'</li></ul> <p>Activity: Using a gallery of images children have to compare the differences in the ways the final hours of the sinking of the Titanic have been depicted.</p>

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5	<p><b>Why weren't more people saved from the Titanic?</b></p> <p>Reconnection: What do we know about the sinking so far?</p> <ul style="list-style-type: none"><li>• Let's learn about why it was such a disaster</li></ul> <p>Children speculate as to possible reasons by making simple deductions from visual clues. They learn to evaluate a range of reasons exercising judgement about the plausibility of each.</p> <p>Activity: Spectrum</p> <ul style="list-style-type: none"><li>• Using a stimulus picture, children place a set of given ideas onto a spectrum</li><li>• They have to decide which reasons are silly/made up which might explain and which are the strongest reasons for the sinking</li></ul>
6	<p><b>How did they stop a disaster like the Titanic happening again?</b></p> <p>Reconnection: Why weren't more people saved?</p> <p>LO: Let's learn about the lessons from the Titanic</p> <ul style="list-style-type: none"><li>• Children are able to give four valid consequences of the disaster in terms of lessons learned. They can evaluate a range of possible options and give reasons for their choices.</li></ul> <p>Assessment Activity:</p> <p>Can the children prioritise ideas?</p> <p>Can children come to overall conclusions?</p>
<p><b>End Points:</b></p> <ol style="list-style-type: none"><li>1. Explain why the Titanic is still so famous</li><li>2. Describe life on board for ALL groups of passengers</li><li>3. Explain why the unsinkable sank, discussing who was to blame</li><li>4. Describe the difficulties in rescuing passengers.</li></ol>	

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5. Talk about the ways they stopped disasters like this happening again

**Evaluation:** What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**