

History

Skills, Knowledge and Progression

KS1: Sinking of the Titanic



Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Locate the Titanic in time and place with reference to other significant people and events pupils may have studied</p> <p>Sequence the order of events of the sinking of the Titanic</p>	<p>1. What do we already know about the Titanic and what can we work out from a picture?</p> <ul style="list-style-type: none"> To build on what children already know from stories, general knowledge, film, etc To release prior learning and stimulate new specialist vocabulary through discussion to develop the ability to recall key events and sequence them appropriately, developing suitable connectives <p><i>Possible learning activities:</i></p> <ul style="list-style-type: none"> Children explore a book cover to release prior learning and develop vocabulary. Children list key words they think relate to the Titanic, or annotate black and white copies of the book cover. <p>2. What was so special about the Titanic and what was life on board like?</p> <ul style="list-style-type: none"> Children are able to deduce from clues what was so special about this ship Children make simple deductions about contrasting life styles of First and Third class in particular Children can describe typical ways in which different passengers passed their time <p><i>Possible learning activities:</i></p> <ul style="list-style-type: none"> Children answer the question <i>What made the Titanic special?</i> by examining a cross-sectional drawing and describing the main features Children produce their own brochure, the teacher having modelled what is required Children sort pictures into First and Third class, with more able looking at Second class too Children match quotations to pictures of First, Second and Third class passengers Children match on-board activities to passengers from different class accommodation <p>3. Why and how did the ‘unsinkable’ Titanic sink?</p> <ul style="list-style-type: none"> Children recall simple details from the story and offer obvious reasons More able can confidently give a clear explanation of main reason but also mention others, using words like ‘might also’ <p><i>Possible learning activities:</i></p> <ul style="list-style-type: none"> Children pick out main causes and bogus ones from a list of possible reasons after teacher models the activity Children sequence pictures of the Titanic sinking by stages and match or write captions to the sequence <p>4. Why weren’t more people saved from the Titanic?</p> <ul style="list-style-type: none"> Y2 children speculate as to possible reasons They are able to make simple deductions from visual clues They learn to evaluate a range of reasons exercising judgement about the plausibility of each <p><i>Possible learning activities</i></p> <ul style="list-style-type: none"> Spectrum. Having worked out what they can for themselves, helped by a stimulus picture, children place a set of given ideas onto a spectrum 	<p>Use www.keystagehistory.co.uk for all resources and PPTs</p> <p>1. What do we already know about the Titanic and what can we work out from a picture?</p> <p><i>Rationale: This lesson provides children with subject knowledge as to what happened to the Titanic through sequencing and story-telling.</i></p> <p>https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire-and-titanic/what-do-ks1-know-about-the-titanic-and-what-can-they-work-out-from-a-picture/</p> <p>2. What was so special about the Titanic and what was life on board like?</p> <p><i>Rationale: Children experience using historical sources to inform their own opinions on life in different life-styles.</i></p> <p>https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire-and-titanic/what-was-so-special-about-life-on-the-titanic-ks1-enquiry/</p> <p>3. Why and how did the ‘unsinkable’ Titanic sink?</p> <p><i>Rationale: Provides children with the opportunity to use their skill of explanation to give reasons for something happening.</i></p> <p>https://www.keystagehistory.co.uk/keystage-1/how-could-the-unsinkable-titanic-sink/</p> <p>4. Why weren’t more people saved from the Titanic?</p> <p><i>Rationale: Children further develop their skills of using historical evidence to inform their knowledge. Children also begin to experience the validity of different historical sources.</i></p> <p>https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire-and-titanic/why-werent-more-people-saved-from-the-titanic/</p>	<p>Titanic</p> <p>White Star Line</p> <p>Iceberg,</p> <p>propeller</p> <p>Atlantic Ocean</p> <p>lifeboat</p> <p>lifebelt</p> <p>First class</p> <p>Second class</p> <p>Third class</p> <p>passengers</p> <p>Captain Edward Smith</p> <p>sink</p> <p>disaster</p> <p>collision</p> <p>survivors</p> <p>New York</p> <p>Southampton</p>

	<ul style="list-style-type: none"> • They have to decide which reasons are silly/made up which might explain and which are the strongest reasons for the sinking. <p>5. How did they stop a disaster like the Titanic happening again?</p> <ul style="list-style-type: none"> • Children are able to give four valid consequences of the disaster in terms of lessons learned • Y2 children can evaluate a range of possible options and give reasons for their choices. <p><i>Possible learning activities</i></p> <ul style="list-style-type: none"> • Mantle of the expert. • Children advise US and UK governments as to what the most effective safety measures might be to prevent another disaster on this scale • Diamond-9 prioritising activity • Pupils suggest safety improvements. 	<p>5. How did they stop a disaster like the Titanic happening again?</p> <p><i>Rationale: Children use what they already know about the Titanic and give reasons for their choices using historical evidence again.</i></p> <p>www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire-and-titanic/what-are-the-best-ways-of-stopping-disasters-such-as-the-sinking-of-the-titanic-ever-happening-again/</p>	
<p>Learning outcomes Key knowledge children will know at the end of this topic are:</p> <p>1. What do we already know about the Titanic and what can we work out from a picture?</p> <ul style="list-style-type: none"> • Recall key events of the Titanic and sequence them appropriately. • Observe historical evidence to deduce what was so special about the Titanic. <p>2. What was so special about the Titanic and what was life on board like?</p> <ul style="list-style-type: none"> • Compare and contrast life-styles of First and Third class aboard the Titanic. • Describe ways in which different passengers passed their time. <p>3. Why and how did the ‘unsinkable’ Titanic sink?</p> <ul style="list-style-type: none"> • Children recall how the titanic sank. • Children can give reasons as to why the Titanic sank. <p>4. Why weren’t more people saved from the Titanic?</p> <ul style="list-style-type: none"> • Y2 - Evaluate a range of historical reasons why more people weren’t saved from the water, exercising judgement about the plausibility of each. <p>5. How did they stop a disaster like the Titanic happening again?</p> <ul style="list-style-type: none"> • Y2 - Children can describe and explain the consequences of the disaster. • Y2 - Children can evaluate a range of ways to prevent the disaster happening again, and describe these. 		<p>More able are challenged:</p> <ul style="list-style-type: none"> • More able pupils write an account of the events that have happened • Explain reasons for the sinking • Make inferences from old photos about life in the past independently • Raise historically valid questions from the different sources <p>How those with SEND are Supported</p> <ul style="list-style-type: none"> • Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers • Collaborative activities to support peer-learning and inclusion • Use of visuals, film, drama to support contextual understanding • Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design • TA support used to question and develop children’s conceptual understanding of concepts and encourage independence • Use of low threshold-high ceiling tasks to support inclusion 	
<p>Second Order Concepts (these underpin the study of history)</p> <ul style="list-style-type: none"> • Change - how the sinking of the Titanic contributed to the safety of ships in the future. • Causation – understand how the sinking of the Titanic happened. • Significance – chn understand why the Titanic was so important for different classes of society at the time. It also highlights the importance of developing ships further. • Similarity & difference – looking at people in Third class compared to First class. Comparing and contrasting ships then and now. • Perspective – analysing and critiquing historical sources. • Chronology – timeline work • Empathy – to have empathy towards different people during the sinking of the Titanic. 		<p>Prior Learning</p> <ul style="list-style-type: none"> • Children have learnt about Grace Darling who saved men from a crashed boat. • Explored how sea-rescue was improved as a result of the incident. • Children investigated a range of historical sources to find information about historical concepts with Grace Darling and the Great Fire of London. 	