

History Year 3 Summer Term

Prior Learning: Chronology of events already learnt, AD and BC, knowledge of what life was like in 1912 from learning about Edith Cavell

Theme: Social Class, Invention and technology

We will learn about the local impact the Titanic had on Southampton.

Social
Class

First, Second,
Third Class

Words we will know!

Social class

Peace-Time

Sources

Tragedy

Ocean Liner

Significance

Reliability

Chronology -When was 1912 and what was the Titanic?

TWAL: To know when 1912 was.

To know what the Titanic was.

To use timelines to place events in order.

We will place 1912 on a timeline, using what we already know. We will remind ourselves of how to use a timeline to decide what order the events come. We will learn that the Titanic was an ocean liner that sailed from Southampton. We will know that a big disaster happened, affecting a lot of the Southampton population.

Significance-Why was it a significant event?

TWAL: to know that it was significant because it was announced that it was 'unsinkable'.

To answer about the significance of the Titanic.

We will learn that it is a significant event because the Titanic captured the imagination of the public, especially as it was branded 'unsinkable'. It is one of the most well-known and deadliest tragedies in modern peace-time history. It was significant because lots of rules about marine safety came into effect after. Without this, there would have been potentially many more disasters. We will write an argument determining how significant the Titanic is.

Change and continuity- What did we learn from the disaster?

TWAL: To know that it demonstrated important lessons about social class and safety.

To identify examples of change in their area of enquiry.

To answer questions about change.

We will revisit the regulations that came into effect post disaster, including mandatory life boat drills, changes to the design of ocean liners, radio communications on passenger ships were to be manned 24 hours a day and for there to be enough lifeboats for everyone. We will answer questions about changes to safety and what it revealed about social classes and how this influenced survival.

Significance- Why is it significant to Southampton?

TWAL: To begin to describe historically significant events.

To know that it is a significant part of Southampton's history.

We will learn that 538 crew members from Southampton died on the Titanic. Many people from the city would have known or loved these victims, effecting a huge amount of the population. We will look at pictures of Titanic memorials and the museum in Southampton today. In terms of numbers, it was one of the worst tragedies to any British Town. We will write a diary entry, imagining hearing about the event on the radio.

Interpreting Evidence- What happened to the Titanic?

TWAL: To know that the Titanic was an ocean liner that sunk.

To develop a growing awareness of different historical sources of evidence.

We will use a variety of sources to know that the Titanic was an ocean liner hit an iceberg on its way from Southampton to New York in the middle of the night. We will create a news report to describe what happened to the Titanic. We will use perspective of the Daily Echo to make our newspapers.

Interpreting Evidence- How did people's social class affect their experience on board the Titanic?

TWAL: To know begin to evaluate the reliability of sources.

To know that upper class people had a better experience.

We will know that the higher the class, the better you would be treated. Rich women and children were able to get on the lifeboats first, whereas poorer people were let on last, if at all. We will learn about first, second and third classes and the rooms and decks that they were allowed to use. We will begin to talk about reliability of sources and what this means. We will discuss where the sources we are looking at come from.