

History medium term plan



Year group: **Y2/3**

Term: **Sapphires Year A Autumn 2**

NC ref topic/unit: *Significant events beyond living memory- Titanic*

Children to make progress in these skills:
(Disciplinary knowledge)

Opportunities for assessing progress:

Y2 ARE – Cause and consequence

- Can describe in simple terms the causes and/or consequences of an important historical event, offering more than one example of its results.

Y2 ARE Historical enquiry

- Can gather information from simple sources.
- Can explain events and actions rather than just retell the story.

- Illustrates events and writes captions
- Matches statements to pictures of passengers
- Writes diary in role of 1st or 3rd class passenger or crew member, including appropriate details.
- Completes gallery grid correctly at step 4,
- Grasps that we know some details from eyewitness accounts; others we know from documents such as morse messages, ships' positions.
- Gives opinions on whether the Titanic was a partial triumph or complete tragedy

Knowledge/understanding to be developed:
(Substantive knowledge)

Evidence that progress has been made:

Why do we remember Titanic?
Names of individuals linked to the event
Yr 2 recall and sequence key events
Yr 3 explore range of sources to develop grtr depth of knowledge
Yr 2 Make deductions about contrasting 1st/3rd class passengers and onboard life
Yr 3 recognize that people travelled on the Titanic for different reasons
Understand many contributory causes of the tragedy and explain why they acted together to augment the results of the accident.
Understand why the loss of life was so great by examining evidence and drawing conclusions
Understand some positive consequences of the tragedy

- Give date as April 1912 and sequences events
- Names characters such as Bruce Ismay, Captain Smith.
- Talks about e.g. the weather, the iceberg, the angle of collision, lack of binoculars, fire in coal bunker, inferior rivets, bulkheads not tall enough, too many compartments flooded, portholes left open, not enough lifeboats, radio warnings not received/acted on.
- Knows about changes to safety laws such as lifeboat provision, international ice patrols, flares, radio monitoring etc.

Key questions to drive enquiry and promote progression:

Why do we remember Titanic?
Why was Titanic so popular for both rich and poor?
Why did the 'unsinkable' Titanic sink?
Why was the loss of life so great?
Titanic: Triumph or Tragedy?

Topic specific vocabulary:

<i>Boiler</i>	<i>Funnel</i>
<i>Bow</i>	<i>Harland & Wolff</i>
<i>Bridge</i>	<i>Iceberg</i>
<i>Crow's nest</i>	<i>Morse Code</i>
<i>Consequence</i>	<i>Rivets</i>
<i>Effect</i>	<i>Steerage</i>
<i>Eyewitness</i>	<i>White Star Line</i>
<i>Flare</i>	<i>Wireless</i>

Resources, visits etc:

Titanic loan box from the History Curriculum Centre
Visit to Titanic exhibition and workshops at Sea City Museum in Southampton.

Cross curricular links:

Assessment: WTS

Assessment: GDS