



Medium Term Unit Planning

Topic Name: Titanic

Learning outcome:

The children will gain an understanding of what the Titanic was and why it is significant, this will be achieved through the use of sources. The children will identify which Titanic sources are the most reliable, using these as evidence to support their judgements throughout the topic. To accompany this, the children will gain an appreciation for the role class played both on the Titanic and during the period it sank, leading to the children re-creating many key aspects of the ship (including artwork). All of this will ensure that they are ready to lead an exhibition all about it, showcasing their work!

Hook:

Investigate original sources from the Titanic.

Topic Showcase (e.g. display, museum, performance, presentation):

Titanic Exhibition for parents and children in the school.
Drama workshop (Titanic Day).

Oracy:

Titanic exhibition – the children will be guiding the parents around the exhibition, acting as tour guides, explaining and showing what they have learnt about the Titanic.

Drama workshop as part of the exhibition – the children will be creating a performance and acting in role as a passenger from the Titanic.

Lesson 9 – debating and explaining who they think is responsible for the sinking of the Titanic (stand and deliver).

Key Vocabulary:

Titanic, iceberg, disaster, Southampton, source (primary and secondary), reliability, class, religion, ethnicity, lifeboat, impact, justify, period, responsibility, Morse code, passenger, SOS, Captain Smith, faint, fine, shadow, shading, reflected, proportion, bake, ingredients, yeast, knead, dough, evaluate, exhibition.



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Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

- Survivor: Titanic – Stephen Davies (virtual visit with the author)
- From Crew to Crockery: Liverpool's links to the Titanic by Jim Clarke – WCR text
- RMS Titanic, Archives Centre, Maritime Museum – WCR text
- The unsinkable Molly Brown – WCR text

Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):

The children will be setting up an exhibition dedicated to the Titanic for the parents to come and visit in school.

Experiences/Visits/Visitors:

Virtual visit with the author of our focus text 'Survivor', Stephen Davies

Drama workshop (in school visitor)

Creating their own Titanic exhibition

Main subjects covered:

History

Art and Design

Design Technology

History threshold concepts:

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.



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Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

Art and Design threshold concepts:

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Take inspiration from the greats

This concept involves learning from both the artistic process and the techniques of great artists and artisans throughout history.

Design and Technology threshold concepts:

Master practical skills

This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed)

Notes:

During this scheme of work the children will be preparing to lead their own exhibition. They will become 'Titanic experts' and will create a variety of their own sources and pieces of work to be showcased that details the



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history of the Titanic. This scheme will also include art and design as the children will be recreating Titanic art to be accompany their facts displayed at the exhibition.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To deduce information about the Titanic from sources, considering their reliability (3 lessons).	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.	Provide the children with a range of Titanic sources, they will use these to deduce information about what happened and what the Titanic was. The children will then assess the reliability of each of these sources, considering bias and whether they are a primary or secondary source.



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<p>2. To use their understanding of chronology to display the sinking of the Titanic (3 lessons).</p>	<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Use dates and terms accurately in describing events.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • Dates • Time period • Era • Chronology • Continuity • Change • Century • Decade • Legacy 	<p>Use a video recreation to show the video what happened when the Titanic sank. As a class, come up with actions to perform representing each stage of the sinking. The children will create a foldable timeline clearly displaying and detailing the chronology of the ship sinking.</p>
<p>3. To research about class, religion and ethnicity aboard the Titanic (2 lessons).</p>	<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>The children will learn about how life differed depending on which class you were in aboard the Titanic. They will then analyse statistics to compare the variety of passengers on board,</p>



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		Describe the social, ethnic, cultural or religious diversity of past society.	looking chiefly at class, religion and ethnicity. They will then be introduced to Laroche (a passenger on board). Using this, they will begin to comment on the beliefs, attitudes and experiences of those alive during this period. Using QR codes and a passenger data base, the children will research their own passengers and create an identity certificate for them. We will then compare the variety of passengers chosen.
4. To create a Titanic menu to show the different classes aboard the Titanic.	Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	The children will analyse the menus offered in first, second and third class, making inferences about class treatment and societal beliefs during that time period. The children



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	that life is different for different sections of society.	Describe the social, ethnic, cultural or religious diversity of past society.	will then choose a classes menu to recreate – on the back of their menu, they will explain what this tells them about the past's characteristic features.
5. To create a circuit using several components to replicate the Titanic's SOS signals.	Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed	Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).	Discussions will take place about how the children think that (SOS/distress) messages were sent on the Titanic. The children will create their own circuits and use Morse code to replicate the Titanic's SOS signals and create their own.
6. To give details about the style of a notable Titanic artist, showing how their work was influential.	Take inspiration from the greats This concept involves learning from both the artistic process and the techniques of great artists and artisans throughout history.	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studies was	Explain to the children that they will be creating their own Titanic artwork. Introduce the children to Ken Marshall, who began drawing the Titanic aged 16. He was the first person commissioned the draw the



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		influential in both society and to other artists.	ship. In discussions, children will explore how influential his art was. The children will explore his 'gallery' of work and the different ways he captured the ship. They will choose a piece of his art to analyse, looking at style and technique used as well as considering the influence it had.
7. To show life-like qualities and real-life proportions when sketching the Titanic.	Master techniques This concept involves developing a skill set so that ideas may be communicated.	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.	The children will look at a variety of Titanic photos, identifying the lines and proportions in the images. They will then be introduced to the figure of 8 method of drawing a ship 'to size' using objects/rulers as points of reference. The children will use images and this technique to



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			sketch the outline of their ship for their Titanic art.
8. To explore how to create reflections and shadows when drawing the Titanic.	Master techniques This concept involves developing a skill set so that ideas may be communicated.	Use a choice of techniques to depict movement, perspective, shadows and reflections. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use lines to represent movement.	The children will look at a range of Titanic photos as a stimulus, they will discuss the reflections and shadows in the water. The children will experiment with the way that they can use shades and highlights to create these using pencils and colour. They will then use these techniques to create shadows and reflections for their Titanic art.
9. To use the qualities of paint to create texture when painting their Titanic art.	Master techniques This concept involves developing a skill set so that ideas may be communicated.	Use brush techniques and the qualities of paint to create texture.	The children will finish off any of the sketching required for their Titanic art. They will then look at how watercolour paints can be used to create a variety of



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			textures. The children will use watercolour paints to add colour to their art, ready for it to be displayed.
10. To use sources to decide who is responsible for the sinking of the Titanic.	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	Seek out and analyse a wide range of evidence in order to justify claims about the past. Select suitable sources of evidence, giving reasons for choices.	The children will recap the sources that they analysed at the beginning of the topic. They will then be introduced to a number of sources more specifically related to the Titanic's sinking. They will recap what is meant by source reliability and use these sources to reach their own conclusions regarding who was responsible for the sinking of the ship. We will have a class debate in which the children will present their judgements, ensuring these are supported by the sources studied.



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11. To bake Titanic bread.	Master practical skills This concept involves developing the skills needed to make high quality products.	Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.	The children will begin by learning about how bread is made and will create/refine their own recipes for this. Using the ingredients provided and following their recipe, they will bake their bread. Part of this will involve focusing on accurately measuring their ingredients. The children will then evaluate their bread.
12. Titanic Exhibition/Titanic Day (1 week).	Communicate historically This concept involves using historical vocabulary and	Use dates and terms accurately in describing events.	The children will take part in a Titanic drama workshop becoming passengers from the Titanic to begin their



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	<p>techniques to convey information about the past.</p> <p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none">• Dates• Time period• Era• Chronology• Continuity• Change• Century• Decade• Legacy <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p>	<p>day. They will use their knowledge of life on board the ship to immerse themselves into their roles. Using the work that they have produced throughout the topic, the children will then run their own exhibition – they will have prepared for this throughout the week creating tickets, letters, posters and taking on roles. This exhibition will be open for parents to come and visit.</p>
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