

Medium-term plan – Year 4

Year group: 4	Term:
Topic/unit: Titanic	
Children make progress in	Evidence for knowledge/understanding developed
Substantive knowledge (what we want children to know and remember)	
<ul style="list-style-type: none"> The life of passengers onboard Titanic and its facilities and why people chose to travel on the Titanic. That there were many reasons for the disaster. That the Titanic was a disaster that led to major changes in the passenger liner industry. 	<ul style="list-style-type: none"> The children are able to use the different sources to compare the lifestyles and facilities available to each class of passenger and to explain which areas were accessible to each class. The children are able to discuss that there were multiple reasons for travelling on Titanic including migrating for a new life in America, business travel, for pleasure. The children are able to discuss the significance of the reasons given for the sinking and categorise these reasons. They are also able to explore the reasons why the loss of life was so great. The children are able to explain that due to the mass loss of life regulations around lifeboats and also drills for crew were introduced.
Disciplinary knowledge (use HIAS AREs.)	
<ul style="list-style-type: none"> Historical interpretation – can describe how different interpretations arise. Understands that historical understanding is continuously being revised, if we find new evidence we have to rewrite the past. Cause and consequence – can describe with simple examples different types of causes seeing that events happen for different reasons not just human action. Historical enquiry – can describe and question the origins and purposes of sources using knowledge of periods and civilisations. Asks perceptive questions. Knows how to find, select and utilise suitable information and sources. 	<ul style="list-style-type: none"> The children are able to use different types of sources including images, eyewitness accounts and newspaper reports to explore different interpretations of the event. The children are able to explain the differences in accounts and show that the evidence that is available can change the way we view an event. The children are able to give causes for the sinking of the Titanic and explain that it was more than just a single cause but a combination of factors. Children are able to sort and assess information from multiple sources and use it to explain their answers to key questions posed. They are also able to formulate their own questions as they receive access to more information and sources.
Key question to drive the enquiry to promote children’s progress: was the Titanic a triumph or a tragedy?	

<p>Knowledge specific vocabulary</p> <ul style="list-style-type: none"> • Wreck • Sunk • Rescue • Liner • Titanic • Trunk • Passenger • Crew • Class <ul style="list-style-type: none"> • Tragedy • Voyage • Carpathia • Disaster • Latest • Largest • Finest • Steerage 	<p>Promoting SMSC</p> <ul style="list-style-type: none"> • Spiritual: • Moral: • Social: • Cultural:
<p>Cross-curricular links</p>	
<p>Resources</p> <ul style="list-style-type: none"> • Titanic trunk from the History Curriculum Centre. <p>Visit</p> <ul style="list-style-type: none"> • SeaCity Museum Southampton. <p>Books</p> <ul style="list-style-type: none"> • <i>Polar the Titanic bear</i>, by Daisy Corning Stone Spedden, Little Brown & Co, 1994, 0-3168-0625-0. True story relating to a family that survived the sinking. • <i>Story of the Titanic</i>, by Steve Noon (illus.) Dorling Kindersley, 0-7513-2802-2, 2001 large landscape format book with double page cut-away illustrations of Titanic from building to sinking, with fantastic detail and biographical details of named crew and passengers. • <i>Titanic: The disaster that shook the world!</i> by Mark Dubowski, Dorling Kindersley, small format 0-7513-5860-6, 1998, big book format 0-7513-6194-1, 1999. <p>Websites for teachers</p> <ul style="list-style-type: none"> • <i>Eyewitness to History</i> this site features Elizabeth Shute's eyewitness account which has been used in many articles and books about the disaster: www.eyewitnesstohistory.com/pftitanic.htm. • <i>The National Archives</i> has many documents and images relating to Titanic. Use the keyword search facility: www.nationalarchives.gov.uk. • <i>The Portcities website</i> for Southampton has a large amount of information relating to the Titanic: www.southampton.gov.uk/arts-heritage/southampton-archives/plimsoll. • The Titanic Inquiry Project features details of the various enquiries that were held after the disaster and their findings: www.titanicinquiry.org. 	