



SUBJECT MEDIUM TERM PLANNING –History

Year Group: 1	TERM: Spring 1	Theme: Titanic
<p>National Curriculum: Events beyond living memory that are significant nationally or globally Understanding where the events they study fit within a chronological framework</p>		
<p>Context: The children are building on their understanding of past, present and within living memory. They will learn that the Titanic happened beyond living memory and place it in the context of what they have already learnt about the lives of themselves and their Grandparents. Furthermore, the children will learn the main events that led to the sinking of the Titanic. The children will build their understanding of the key concepts of <i>society</i> and <i>technology</i>, learning about the differences between the classes onboard the Titanic and how that reflected society as a whole, as well as the new technology that led to the building of the “unsinkable” Titanic (or was it?!) Their learning in this topic will also link to their key text this half term, The Great Explorer. As part of this learning they will write Arctic setting descriptions and write about exploring a polar wilderness.</p>	<p>Concepts: Society – children know there were 3 classes on the Titanic and how this links to the rich and poor in society. Technology – Children learn that the Titanic was the biggest ship ever built and that people thought it was unsinkable.</p>	<p>Vocabulary: Titanic, captain, crew, Atlantic, ice burg, unsinkable, New York, Southampton, lifeboat, passenger, voyage, first class, second class, third class.</p>
<p>Prior Knowledge: FS2 Conceptual knowledge: Society is made up of different types of people; Ordinary people can be heros</p>	<p>Future Knowledge: Year 1 – The Great Fire of London The children will learn that this event is also beyond living memory but that it happened much further back in the past</p>	

<p>Disciplinary knowledge The past is an event that has already happened Changes happen over time and can be put into a timeline We can learn about the past by looking at books, pictures, videos and real artefacts</p> <p>Year 1, Toys topic</p> <p>Conceptual knowledge: Technology has changed over time, which means the way we make objects (toys) has changed from the past to the present</p> <p>Disciplinary knowledge Within living memory is the past that people who are alive now can remember The lives of us, our parents and grandparents are all within living memory</p>	<p>Technology – the children will learn how technology changed after the fire, with new building methods being used to make sure that houses would last.</p> <p>Year 2</p> <p>The Victorians – The children will build on their understanding of class, linking it to the rich and poor in Victorian Times.</p> <p>Chronology – children will learn that a historical event can happen over a period of time</p> <p>Sheffield Flood Children will be able to explain what sources historians can use to find out about the past.</p>
<p>End points /by the end of this unit pupils will...</p> <p>Recall the main narrative of the sinking of the Titanic. Children understand that the Titanic is an event beyond living memory Know that there were 3 classes on the Titanic and explain some of the differences between these classes. Children can explain why and how the Titanic sunk.</p>	<p>Crucial Knowledge</p> <p>The past is something that happened before now. It is an imaginary line that extends back in time infinitely. Some events in the past can be remembered by people now (within living memory) and some events happened before anyone alive now can remember (beyond living memory). Ships were used to take large numbers of people to different countries in the past. The Antarctic ocean is very cold and full of ice. Poor means people who have very little money and rich people are those who have lots of money.</p>

Lesson Number 1

<p>Key learning: To recall the main narrative of the sinking of the Titanic</p>	<p>Concepts: Society – children know there were 3 classes on the Titanic and how this links to the rich and poor in society. Technology – Children learn that the Titanic was the biggest ship ever built and that people thought it was unsinkable.</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduction – children led into hall and told they are going on an adventure on board the Titanic! Set historical context – a real event that happened over 100 years ago.</p> <p>Direct teaching/activities – mantle of the expert activity. Led by teachers, year 1 work together to act out the events of the Titanic, so they can learn more about what happened and why. Include key vocabulary (see above) and introduce conceptual learning about society (3 classes on board the Titanic and how they all experienced the sinking differently) and technology (the Titanic was the biggest ship ever built and people thought it was unsinkable).</p>
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<p>Success Criteria: I can talk about the key facts of the Titanic I can explain some of the reasons why the Titanic sank I can explain that there were 3 classes on the Titanic and they were treated differently.</p>	<p>Suggested resources: Hall Benches Seats Captain's hat</p>	<p>Key questions: What happened on the Titanic? How would it feel to be 1st class? 3rd class? How was saved first? Why did the Titanic sink? How must it have felt to be on board the Titanic?</p>
<p>Vocabulary: Titanic, captain, crew, Atlantic, ice burg, unsinkable, New York, Southampton, lifeboat, passenger, voyage, first class, second class, third class.</p>		

Lesson Number 2

Key learning:

To order events on a timeline

Concepts:

Chronological knowledge
Building timelines that show within living memory, using the scale used in the previous topic on grandparents. They add to this 'beyond living memory' to build understand context of the Titanic within the past.

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction – Recall the main events of the Titanic from previous lesson

Direct Teaching – Teach children that history is anything in the past. The past can mean yesterday or a long time ago. In history we learn about historical events.

Show children a timeline on the white board, coloured green for within living memory and blue for beyond living memory. Make sure the time line is to scale and there is an arrow at the end, indicating that history carries on beyond the end of the timeline shown.

Use different colours to show living memory (lives of children, parents, grandparents) on the timeline.

Put Titanic on the timeline to show it is beyond living memory.

Activities – with the whole class, build a timeline out of cubes to replicate the one shown on the board. Add other events previously discussed onto the timeline or events the children will be familiar with – first iPad (linked to toys), children in the class born, Mrs Rowland born, Dobcroft school built and Titanic. Talk to children about the fact that all the events happened within living memory, except for the Titanic sinking.

Record as a whole class for learning journey book.

Key questions - What is a timeline?

What is living memory? What is non-living memory?

When did the Titanic happen? Is there anyone alive today who will remember the Titanic?

Success Criteria:

I know that events in the lives of people who are alive now are 'within living memory'

I know that events in the lives of people who are not alive are 'beyond living memory'

I know the Titanic happened beyond living memory

I can place:

- My life
- My parent's lives
- My grandparent's lives
- The Titanic

On a scaled timeline

Suggested resources:

Different coloured cubes for each timeline

Photos of historical events

Vocabulary: Timeline, history, past, historical event, Titanic, within living memory, beyond living memory, grandparent, parent

Lesson Number 3

Key learning:

To find out about the past

Concepts:

Society – Children can talk about the difference between 1st class and 3rd class

Disciplinary knowledge:

Historical interpretation

Children use first and secondary sources such as pictures, books and videos to find out about what life was like on the Titanic.

Similarity and difference

Children understand that people living in the past didn't all live the same lives – there were similarities and differences between the lives of the poor and the lives of the rich.

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction – Show children pictures from on board the Titanic including 1st and 3rd class. Ask the children to look at them and talk about:

What was life like on board the Titanic? Was this the same for everyone?

Direct Teaching – Teach children that a historian's job is to find out about the past and to do that they use *sources*. These can include real objects, letters, books, pictures and artefacts.

Activities – Children use a variety of sources such as pictures, internet, books and videos to find out more about life on board the Titanic for first and third class passengers. Create two idea banks on the board with teachers adding facts the children find out to them as they come across them.

Children record in speech bubbles one thing they learnt during the lesson (can be a recording and QR code for some children).

Key questions - How can we find out about the past?

What was it like on board the Titanic?

Could we ask someone alive today if they remember the Titanic?

Success Criteria:

I can name some ways that historians find out about the past

I can use the internet, books and videos to find out some facts about life on board the Titanic

I can talk about life for different classes on the Titanic

Suggested resources:

QR codes for websites

Ipads

Books about Titanic

Pictures

Vocabulary: Sources, history, videos, first class, third class, cabins, rich, poor, difference

Lesson Number 4

Key learning:

Ordering historical events

Concepts:

Technology – the children can explain how Titanic sunk even though it was thought to be unsinkable
Chronology:
Children can place the events onto a chronological timeline

Lesson structure: Introduction, direct teaching, activities, key questions

Introduction – Talk partners – children discuss how the Titanic sunk and why
Direct Teaching – Remind children of the events of the Titanic, in chronological order.
Show children a timeline and teach them that these can be used to put events that have happened in order. Do this as a class
Activities – Children order pictures of the events of the Titanic onto a timeline. Ask children to explain how the Titanic sunk.

Success Criteria:

I can recall the story of the sinking of the Titanic.
I can order pictures of the sinking of the Titanic.
I can write sentences about what happened

Suggested resources:

Word mats
Timelines and pictures

Key questions - What are the main events of the Titanic?
How did the Titanic sink?

Vocabulary: Timeline, order, iceberg, bow, stern, New York, Southampton, Atlantic

Lesson Number 5

Key learning:

Give reasons why people in the past acted the way they did

Concepts:

Society – children know there were 3 classes on the Titanic and how this links to the rich and poor in society.
Disciplinary knowledge:
Critical thinking skills
Children use P4C sessions to consider why people in the past may have acted the way they did. They consider the theme of fairness in relation to the Titanic story.

Lesson structure: Introduction, direct teaching, activities, key questions

P4C session

Introduction – Reminder of some of the things they know about the Titanic that might be good topics for a P4C session – there were 3 classes; rich and poor people were treated differently; Women and children were rescued first; there were not enough lifeboats on board

Direct teaching – support children to think of a question they might wish to discuss as a P4C session.

Activities – use P4C discussion techniques to have a class talk about a key question regarding the Titanic. Help children to use the historical facts they have learnt to think about why the people on the Titanic may have acted as they did.

Key questions – Was it fair?
Would you act that way?
Why did XXXX make that choice?
How might things be different today?

Success Criteria:

I can use what I know about the past to consider:

- How people might have felt
- Why they might have acted why they did

Suggested resources:

Word mats
Timelines and pictures

Vocabulary: Fairness, equality, past, actions, respect