



Digital Learners



Engineers



Global Enquirers



Designers



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

### Medium Term Plan: Global Enquirers- History Frozen Kingdom

Using the K,S,U you have learnt in this unit of work, how can we use complex historical sources to find out who/what was responsible for the loss of life in the sinking of the Titanic?

What can we learn about equality in society from the Titanic disaster?  
What role did polar exploration play in our understanding of the world?



Global Enquirers

#### Aspect of Study

Chronology and change  
Historical enquiry

#### Transferable Knowledge

using and interpreting sources, social inequality, chronology

### National Curriculum Overview of Programme of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

#### During this area of study students should be taught to:

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



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### Substantive Knowledge (subject-specific)

When the Titanic sank and how this fits within a wider chronological framework, particularly relating to the periods studied in previous year groups.

Why people were on board the Titanic.

Why the Titanic was seen as such a special ship at the time and what facilities were on board.

What conditions were like on board the Titanic for people of different social class.

That the social class divisions on board the Titanic were reflective of society.

Who has been blamed for the sinking of the Titanic and the reasons for this

That sea travel changed as a result of the Titanic disaster.

People have explored the polar regions to find out more about them.

Expeditions can be very dangerous.

### Concept Knowledge

Social and gender inequality - that there are examples throughout history of people not being treated 'fairly'

Chronology

That cause and effect shapes history.

Sources of information can express different viewpoint and can be biased.

### Real World Links:

Emigration - people making dangerous voyages to other countries. Refugees attempting to cross the Mediterranean Sea.



**Communication** – understand and respect that people have different views.

**Team-working** – respect and listen to others, use the strength and skills of others.

Opportunities to apply Skills for Life during enquiry learning lessons.

### Influential Figures

Robert Falcon Scott  
Ernest Shackleton

### OPAL links

Igloo building

## Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> <li>• <b>Year 4 Autumn Term</b> - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i>the impact of the reign of Alfred the Great, struggle for power, the portrayal of the Vikings through historical sources, daily life.</i>)</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>how and way crime and punishment has changed over time including the treatment of people of different genders and social classes, the success of the British Empire and the Industrial Revolution and how this impacted on population and a rise in crime levels, Sir Walter Raleigh -explorers</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 6 Autumn Term</b>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (<i>social class in Victorian Britain through the Titanic, women's roles in WW1</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 6 Spring Term</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world (<i>the evolution of democracy, what the Ancient Greeks did for us, beliefs and traditions, gender inequality</i>)</li> <li>• <b>Year 6 Summer Term</b> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>

Language Plan

Key vocabulary	Concepts	Speaking and Listening
century decade chronology primary secondary source portrayal status liability compartment iceberg navigation command wealthy rivets luxury liner watertight	justice poverty society inequality consequence social class bias emigration influence	ORACY FRAMEWORK STRANDS



## Sequence of Teaching and Learning

**Baseline spider diagram to be completed before the start of unit to inform planning.**

**LAUNCH – ENGAGE** – First part of film clip of Titanic (<https://www.youtube.com/watch?v=IYlc30NtRy8>)

Pupils given boarding cards for Titanic which has the name of a real person who was on board and their social class. Pupils could then be put into rooms and have different experiences according to their social class.

- **Chronology** – at the start of the topic, display a timeline with dates on that pupils have learnt about in previous year groups. Add the sinking of the Titanic to this timeline and continue to refer to it throughout the unit of work, adding further relevant dates.

**1**

- NC OBJ: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

**LO: To further develop an understanding of historical vocabulary.**

Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit.

*society*                      *navigation*  
*inequality*                *bias*  
*social class*  
*compartment*  
*wealthy*  
*status*  
*consequence*  
*marine*

**2**

**EQ: What can we learn about equality in society from the Titanic disaster?**

Find out what conditions were like aboard the Titanic, focusing on the differences between rich and poor. Look at the wider social context and decide how reflective this is of society at the time.

## Sequence of Teaching and Learning

<b>3</b>	LO: To understand how cruise ship design has changed over time.	<p>Compare the Titanic to modern day cruise ships (using brochures etc). Compare promotional material from the Titanic.</p> <p><b>Teach Geography lesson 1 - Why do people emigrate? 2 - Using latitude and longitude to plot the route of the Titanic.</b></p>
<b>4 5</b>	LO: To research what happened to the Titanic.	<p>While researching the sinking of the Titanic, introduce pupils to a range of different sources and reinforce the difference between primary and secondary sources. Explicitly teach note-taking skills.</p> <p>Discuss and evaluate the sources looking at relevance and reliability.</p>

## Sequence of Teaching and Learning

6	LO: To explain what happened to the Titanic.	Order key events during the Titanic's voyage on a timeline.
7 8	EQ: Who should get the last place on the lifeboat?	Pupils work in mixed ability groups to find out about four people who were on the Titanic and <b>write an argument</b> about who should get the last place on the lifeboat and why.



## Sequence of Teaching and Learning

<b>9</b>	LO: To explain what happened to the Titanic.	Order key events during the Titanic's voyage on a timeline.
<b>10</b>	EQ: What happened to...?	Based on what they have found out about the Titanic, predict whether the person on their boarding card survived the sinking of the Titanic. Use I.C.T to find out what happened to the person on their boarding card and record their findings. Compare this with others in their class.

## Sequence of Teaching and Learning

11  
12

LO: To explain what happened to the Titanic.

**Write a historical recount (newspaper report)** of the Titanic's journey and the disaster.

13

EQ: Who was to blame for the sinking of the Titanic?

EQ: Who was to blame for the sinking of the Titanic?  
Pupils examine sources of information to ascertain who was potentially to blame and reach their own conclusions. Focus on the reasons why there are differences of opinion and form arguments, considering how their opinion has changed over the course of the topic.

## Sequence of Teaching and Learning

14

LO: To consider the impact of the sinking of the Titanic on sea travel.

Consider the impact of the sinking of the Titanic on sea travel (e.g. lifeboat regulations, ice patrol). This could be done through role play (pupils work for a cruise ship business and need to make sure their voyage is safe)

15

**NEW AREA OF TOPIC TO LEAD INTO GEOGRAPHY COVERAGE**

EQ: What role did polar exploration play in our understanding of the world?

Look at a range of images of the explorer Robert Falcon Scott. Discuss who he might be and use a range of sources to find out about his 1911-1912 expedition. (Extracts of his journal are available online from the British Library.) Pupils could give a presentation about their findings and argue about the importance of polar expedition.