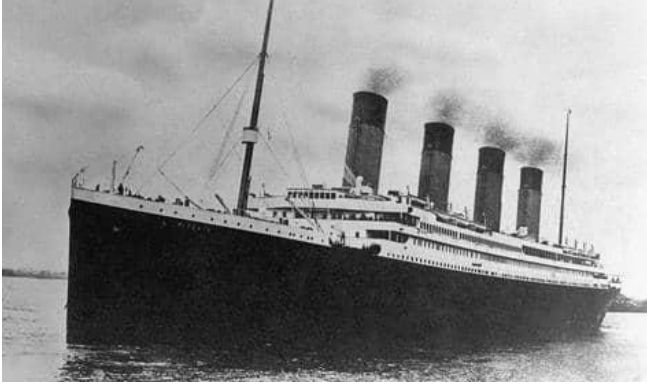
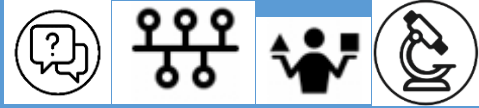













★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p>Children in Year 2 have learnt about the History of boats and their propulsion.</p> <p>Children will have some general knowledge of the Titanic.</p> <p>Children will know about some water safety rules.</p>	<p><a href="#">Titanic - KS2 The World Around Us - BBC Bitesize</a></p>  <p>Trip to Southampton where the Titanic set off on its voyage</p> <p>Visit to the RLNI</p>	<p>Titanic, iceberg, first, second, third class, Belfast (Year 2 Geography), safety, Antarctic, sink, discover, tonnes, compartments, opulent, luxurious,</p>

<p><b>Enquiry Question:</b> What made the Titanic a 'significant' boat?</p>	<p><b>Enquiry Question:</b> What was life like on the Titanic?</p>	<p><b>Enquiry Question:</b> Why did the Titanic sink?</p>
<p><b>Concept: (Chronology, Similarity and difference)</b>  <b>Enquiry Skill: Questioning and Research</b></p> 	<p><b>Concept: (Researching, Similarity and Differences)</b>  <b>Thread: Wealth and Poverty</b>  <b>Enquiry Skill: Questioning and Research</b></p> 	<p><b>Concept: (Questioning, Cause and Effect)</b>  <b>Enquiry Skill: Questioning and Research, Presenting and Recording</b></p> 
<p> Children will be able to tell you that the Titanic was the largest ship built at the time. It weighed 24,000 tonnes and used coal to run its engines. It took 3 years to build the ship but only 62 seconds to get it to float, watched by 100,000 people. The ship was also marketed as 'unsinkable'. It was a very luxurious ship with many different classes available.</p> <p>269 metres long, 28 metres wide and more than 53 meters tall</p> <p>Building it started in March 31<sup>st</sup>, 1909, had sea trials in April 2<sup>nd</sup>, 1912 and it sunk in April 14<sup>th</sup>, 1912.</p> <p><b>Tasks:</b>  <b>Recall and Retrieve:</b> What does significant mean? Who are some significant people you have learnt about already (Florence Night, Mary Seacole, Capt Cook, Francis Egerton, James Watt, Queen Victoria)  <b>Practise (substantive):</b> I know what the Titanic was. Children will know facts about the Titanic and be able to place it on a timeline.  <b>Apply:</b> Children will label a picture of the Titanic with the key facts learnt.  <b>Deepen (disciplinary):</b> I can compare cruise boats from the past and today. Children will have a picture of the Titanic and also a picture of a modern cruise boat. What is the same and what is different?          What made the Titanic significant in its day? Would it be significant now?</p>	<p> First class: passengers stroll through a palm garden on the A-deck, but they could also use a squash field, a swimming pool below deck, and a Turkish bathhouse to relax. The cabins of the first class were spacious and equipped with wood paneling on the walls and marble sinks in the ensuite bathrooms.</p> <p>Lowest class: 10 people to a cabin and 1000 third class passengers. There were only 2 baths for all these people. Very simple food of rice soup, biscuits, roast beef and fruit.</p> <p><b>Tasks:</b>  <b>Recall and Retrieve:</b> What can you recall about Wealth and Poverty from the Victorians? From Stone Age.  <b>Practise (substantive):</b> I know what life was like in first class, second class and third class.          Children will look at different sources and write down what life was like in the different classes on board Titanic.  <b>Apply (disciplinary):</b> I can compare life in the different classes.</p>	<p> The immediate cause of RMS Titanic's demise was a collision with an iceberg that caused the ocean liner to sink on April 14–15, 1912. While the ship could reportedly stay afloat if as many as 4 of its 16 compartments were breached, the impact had affected at least 5 compartments. After examining the wreck, however, scientists discovered that the collision had produced a series of thin gashes as well as brittle fracturing and separation of seams in the adjacent hull plates, thus allowing water to flood into the Titanic. Later examination of retrieved ship parts—as well as paperwork in the builder's archives—led to speculation that low-quality steel or weak rivets may have contributed to the sinking. There is also reports that the captain of the ship was attempting to break the speed record for the Atlantic journey which may have attributed to not being able to avoid the iceberg.</p> <p><b>Tasks:</b>  <b>Recall and Retrieve:</b>  <b>Practise (substantive):</b> Students will know why exactly the Titanic sunk. It scrapped alongside an ice berg which caused numerous gashes alongside the side which punctured the compartments that was meant to keep it afloat. I know who was involved in the making and running of the Titanic.  <b>Apply (Disciplinary):</b> Students will research the role of different people involved in making the Titanic.  <b>Deepen:</b> I know how to justify my answer with evidence. Students will present to the class who they think was responsible for sinking the Titanic using evidence that they have learnt.</p>

<p><b>Enquiry Question:</b> What was the impact of the Titanic sinking?</p>	<p><b>Enquiry Question:</b> Why do we remember the Titanic?</p>
<p><b>Concept: (Continuity and change, Significance)</b>  <b>Thread: Invention and Technology</b></p> 	<p><b>Concept: (Significance)</b>  <b>Enquiry Skill: Drawing Conclusions</b></p> 
<p> In 1913 the first International Conference for Safety of Life at Sea was called in London. The conference drew up rules requiring that every ship have lifeboat space for each person embarked; that lifeboat drills be held for each voyage; and, because the Californian had not heard the distress signals of the Titanic, that ships maintain a 24-hour radio watch. The International Ice Patrol was established to warn ships of icebergs in the North Atlantic shipping lanes and to break up ice.</p> <p><b>Tasks:</b></p> <p><b>Recall and Retrieve:</b> What inventions can you remember from Stone Age? Victorians? Romans? Science? D&amp;T?</p> <p><b>Practise (substantative):</b> I know what happened after the Titanic sank?</p> <p>Students will learn about the events that happened after the Titanic sunk.</p> <p><b>Apply (Disciplinary):</b> I know how the Titanic sinking changed sea travel.</p> <p><i>‘From every grey cloud, there is a silver lining.’</i></p> <p>Do you think this is true for the sinking of the Titanic? Explain.</p>	<p> At the time, it was one of the largest and most opulent ships in the world. It was also considered unsinkable, due to a series of compartment doors that could be closed if the bow was breached. However, four days into its maiden voyage in 1912, the Titanic struck an iceberg, and less than three hours later it sank. The drama of the eyewitness accounts and the great loss of life helped make it one of the most well-known tragedies in modern history.</p> <p><b>Tasks:</b></p> <p><b>Recall and Retrieve:</b> What are other significant events/ people we remember (Guy Fawkes, Kings and Queens, James Watt etc) and why do we remember them?</p> <p>What does significance mean?</p> <p><b>Practise (substantative): I know facts about the Titanic .</b></p> <p>Children will recall facts they have learnt about the Titanic including size, number of passengers on it/ passengers died, life on it, the changes from it etc). This can be done as a True or False or quick quiz, cops and robbers.</p> <p><b>Apply (disciplinary):</b> I know why the Titanic is significant</p> <p>As a class discussion first, students will talk about why we remember the Titanic – why has it stuck in our social conscious for so long? What is its appeal? They will then write a sentence listing points about why it is significant.</p>