

Year 2 – History – Titanic

National curriculum:

- Show awareness of the past using common words and phrases relating to the passing of time.
- They should understand some of the ways we find out about the past and identify different ways in which it is represented.
- They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.
- Pupils should be taught about significant historical events, people and places in their own locality.
- Pupils should be taught about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.

Vocabulary:

Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, passengers, first class, second class, third class, crew, captain, cruise liner, White Star Line, Carpathia, crows nest, funnel, engine, iceberg, coal shovelling, grand staircase, ball room, restaurant, Turkish baths, spa, deck, deck chairs, lifeboats, life jackets, flair, orchestra, morse code, menu, steerage, survivors, disaster, collision, New York, Southampton, Belfast, launch, tickets, set sail, stewards, darkness, pitch black, journey, transatlantic, Atlantic ocean, voyage, sinking, unsinkable, maiden voyage, facilities, promenade.

Snapshot overview

Relate to school timeline, how does this relate? Where does this fit into timeline.



What is change? Understanding of living memory (significant events that happened). Examples of own memories.



Sequencing, chronology of events (timeline). Links to previous events taught.



Key facts, first voyage, class, understanding of what life was like.



Aspects of change, how life/things have changed since.

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History Medium Term Planning

Year Group: 2
History

Term: Titanic

Topic:

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can explain what a memory is.	What is change? Show children video of change (from a person as a baby to an adult, life cycle of a butterfly). Discuss what has changed, can you think of things in your own life that has changed? Share ideas. Think of definition of change together. Children work in talk partners to discuss memories from the past, share. What can we do to remember? (Photos, videos). Think of list of ways people remember things.
Session 2	I can use a range of sources to find out information.	Sugar paper- What do you already know about The Titanic? What do you want to know? Think of key questions to find out answers to. Set up Titanic museum in the hall. Children have stickers saying 'Historians'. Clipboards for children to record notes when in the hall. Give the children tickets as a first class, second class, third class passenger. Have videos in the hall playing video clips about The Titanic, artefacts, clothing, fact files, PowerPoint presentations, timelines, diary entries, photos, menus.

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Session 3	<p>I can share what I have learnt about The Titanic.</p>	<p>Use notes to feedback to class. Teacher has key questions written on sugar paper children need to answer and notes are recorded.</p> <p>Key questions: Can you tell me about the ship? (Where was it built, funnels). Can you tell me what it was like on the ship? (Facilities). Can you tell me about the passengers? What happened to the ship? How do we know all this?</p> <p>Discuss the impact that the Titanic had, what has changed since? Lifeboats.</p>
Session 4	<p>I can make choices and justify my reasons. I can generate questions.</p>	<p>(All morning) Give the children the diamond 9 of passengers to sort into who they would save and justify with reasons. Children generate questions to ask passengers divided into four sections for each class and questions for all. Children then interview three different passengers from each class. Children then return to their diamond 9 to decide if they interviews changed their opinions on who to save and why they changed their mind.</p>
Session 5	<p>I can use my senses to investigate what life was like on The Titanic. I can use a range of sources to find out information.</p>	<p>Have virtual tour of Titanic of IWB and pictures of different parts of the ship (both inside and outside) use drama activities to imagine the children are on board the ship exploring. Have A3 pictures in different areas of the classroom, children go to each area in groups and annotate the pictures with notes of what they can see. Have paragraphs of info about each area to read to aid children with their annotations. Children create word banks to use including the senses of what they can see, smell, hear, touch.</p>

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Session 6 and 7	I can write a diary entry.	Discuss what a diary is, ensure children understand what first person is and features of a diary. Show children the three passengers they interviewed for them to choose from. Children choose their passenger and write a plan of where the person went (arrival, on board, to their room, facilities and restaurant). Second date for the collision. Children write diary entry over two days.
Session 8	I can create a news report about The Titanic.	Refer back to key questions : Can you tell me about the ship? (Where was it built, funnels). Can you tell me what it was like on the ship? (Facilities). Can you tell me about the passengers? What happened to the ship? How do we know all this? Children work in small groups/pairs to answer questions. Extension: Create sentence starters to use. Work in small groups to plan and perform a news broadcast to the class.
Session 9 and 10	I can write a non-chronological report about the Titanic.	Children write a report using headings and sub-headings. Teacher models how to use different sentence starter, extending sentences using conjunctions and organise their report into different sections using headings. Use key questions as headings. Discuss with the children how they can link together different facts they have learnt e.g. where it was built and who by.

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Impact:

All children will know when and where the Titanic set sail

All children will know where the Titanic was built

All children will know that the Titanic had 1st, 2nd, and 3rd class

All children will know that the Titanic sunk because it hit an iceberg

All children will know that there were not enough lifeboats or lifejackets

All children will know that because of the Titanic we now have enough life jackets and lifeboats for everyone

All children will know that they can find out information about the past from a range of sources like books, videos, photos and the internet