

Sticky Learning for History

Class 3 Cycle 1

Tragic Titanic (2 Weeks)

Why was the sinking of the Titanic a turning point?

I can place events of the Titanic's voyage on a timeline, using dates.

I can explore change at a local level, investigating the impact of the Titanic's sinking on national and global events.

I can question, investigate, and give reasons for events related to the Titanic.

I can describe the impact of the Titanic's sinking on modern life.

I can ask and answer questions about how and why the Titanic's voyage and sinking are significant.

I can express preferences and personal responses to the Titanic's voyage and back them up with evidence/facts.

I can construct relevant questions about the Titanic and begin to suggest how these might be answered.

I can carry out a local history study on the Titanic (how did the Titanic shape maritime history? What evidence can we still find?).

I can use a range of sources or artifacts (written, visual or oral) to learn more about the Titanic.

Skills Taxonomy

Construct and sequence the past

Change and development

Cause and effect

Significance and interpretation

Plan and carry out an enquiry

Use sources as evidence

Key Vocabulary:

Luxury, Voyage, Unsinkable, Iceberg, Lifeboat, Distress, Tragedy, Survivor, Captain, Shipwreck, Passengers, Crew, Radio, Life jacket, Sinking, Maritime, Collision, Evacuation, Promenade deck, First class.

Historical Knowledge

British history beyond 1066: A significant turning point. Why was the Titanic a turning point in maritime history. Compare to today, safety.

Historical Enquiry Questions

Historical Concepts

Chronology: I am a historian because I understand chronology and when events happened in relation to one another

Equality: I am a historian because I explore equality and society in different time periods

Innovation: I am a historian because I investigate changes and innovations in different time periods.