



History Topic: Whose fault was the sinking of the Titanic?

Year: 6 Term: Summer 2

Key Knowledge/Content:

- **Chronological understanding-** How the events leading up to the sinking.
- **Historical enquiry-** Use sources to decide whose fault the sinking was.
- **Interpretations of the past-** Understand what sources of evidence teach us about the sinking.
- **Knowledge and understanding-** Understand the mistakes made, leading to the sinking.
- **Compare and contrast-** Compare the lives of different people on the ship according to their class.

Key vocabulary with definition:

Prior vocabulary:

- Lifeboat- A boat used to help people when in trouble at sea.
- Evidence- Facts and figures that can be used to make a judgement.

New vocabulary:

- Titanic- The name of a ship travelling from the UK to New York in 1912.
- Maiden voyage- A ship's first journey.
- Transatlantic- Across the Atlantic Ocean.
- Third class- Passengers with cheaper tickets who had a shared dining room and smaller, shared cabins.
- First class- Wealthier passengers who had luxury features such as a pool and private bathrooms.
- Propeller- The part of a boat that spins, moving it forward.
- Iceberg- A block of ice which floats in the water. Most is under the water and out of site.

Links to:

Prior learning:

To look at disasters in the past such as the eruption at Pompeii.

Future learning:

To consider more deeply how we understand the past, looking at how it is affected by bias.

By the end of this unit

All children can: recognise the events leading to the sinking of the Titanic and **explore** evidence showing us more information.

Most children can: compare the different experiences of passengers, according to class and **explain** what we can learn from the shipwreck.

Some children can: decide who was most to blame for the sinking, using evidence, and **explain** what the aftermath was like for victims.

Background understanding for teachers and parents:

In this unit, children will explore the sinking of the Titanic in detail. They will evaluate evidence to show who was most to blame for the sinking and compare the lives of people on board.

Curriculum Driver (one):

Healthy Lifestyle

Evidence outcome:

Explore the safety procedures that should be in place when on water, comparing present day safety measures to the mistakes in the Titanic's sinking.