


|  | Steps to Learning | | | | | | | End Point Statements |
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| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | |
| | Stunning Start Reactivate children's knowledge Timeline | As historians, we are learning about the events of the Titanic. | As historians, we are learning about who Thomas Andrews was and why he is significant. | As historians, we are what life was like in 1912. | As historians, we are how reliable sources can teach us about the Titanic. | As historians, we are learning about the impacts of the Titanic disaster. | Assessment Opportunity Fertile Question: Was the building of the Titanic a good idea? | |
| Substantive and Disciplinary Knowledge | | | | | | | | |
| Cause and Consequence | | | Know the impact of Thomas Andrews's design – more lifeboats, higher compartments. | Know that George V was King of England at the time of the disaster. | | Know the impact of Thomas Andrews's design. | | |
| Chronological Knowledge | | Know the key events and facts leading up to and including the disaster. | | | Know that the Titanic was undiscovered for 70 years – discovered by an oceanographer called Robert Ballard. | Know that the other disasters have happened since the sinking of the Titanic | | |
| Change, Continuity and Progression | | | | | | Know that the sinking of Titanic brought about changes to the way ships were built and the lifesaving equipment on board. | | |
| Power | | | | Know that there was a class system in 1912. | | | | |
| Similarity and Difference | | | | Know that some people were on board to migrate to America for a better life. | | | | |
| Historical Significance | | Know the route, mistakes made, the disaster, the rescue and discovery. | Know that Thomas Andrews designed the Titanic. He wanted more lifeboats onboard. | | | | | |

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| | | | Know that people had different views on Thomas Andrews. | | | | | |
| Sources and Evidence | | Know that we can learn about the Titanic disaster by looking at the newspaper articles. | | Know that we can learn about class systems from photographs. | Know that we can learn about the Titanic by looking at reliable sources (photographs, artefacts, newspaper) | | | |
| Prior Knowledge | | | Misconceptions | | | Sticky Knowledge | | |
| <ul style="list-style-type: none"> Geography - oceans and continents. | | | <ul style="list-style-type: none"> That people in third class didn't like the conditions on board but often the conditions were better than they were living at home. That people felt a huge crash when it struck the iceberg but many passengers didn't notice the collision at all. | | | <ul style="list-style-type: none"> Photographs and artefacts are reliable sources. The Titanic was a passenger ship. The Titanic sank in the Atlantic Ocean. In 1912, there was a class system in England. | | |
| Vocabulary (New vocab Previous Vocab) | | | | | | | | |
| Chronology, significant individual, famous, achievements, past, present, compare, evidence, identify, research, similar, different, decade, century, fact, fiction, change, cause and effect, charter, circumnavigate, salvage, wreckage, passenger ship, maiden voyage, artefacts, oceanographer, rescue, disaster, class system, first class, second class, third class, experiences, reigning, employed, timeline, naval architect, | | | | | | | | |
| National Curriculum Links NC: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. NC: Significant historical events, people and places in their own locality. | | | | | | Cross Curricular Links Geography – oceans and continents. | | |