





Key Vocabulary	
Disaster	A sudden accident or natural catastrophe that causes great damage or loss of life.
Hype	To repeatedly advertise and discuss something in newspapers and on television to attract everyone's interest.
Edwardian	The period of time which included the reign of Edward VII.
Social class	How society is divided both socially and economically.
Injustice	Unfairness
Society	A group of people that share the same laws, rights and resources.
Iceberg	A huge chunk of ice floating in the ocean.
Unsinkable	Unable to be sunk.
Port	The left hand side of a ship facing forward.
Starboard	The right hand side of a ship facing forward.

Important places I will visit	Important people I will learn about
 <p>SS Great Britain</p>	<p>Captain Edward Smith </p> <p> Bruce Ismay</p> <p>Molly Brown </p>

Maps I will refer to
Atlas - Route from Southampton - Cherbourg - Queenstown - New York

Timeline linked to prior learning			
1640 - The start of the Transatlantic Slave Trade	1833 - Slavery was abolished in Britain	1912 - The Titanic sinks on her maiden voyage	1968 - The end of racial segregation and discrimination in the USA.

Key Learning Questions
What was so special about the Titanic?
Which route did the Titanic plan to take?
What was life like in Edwardian Britain?
Who were the passengers aboard the Titanic?
What happened to the Titanic?
What ACTUALLY happened to the Titanic?
What changed as a result of the Titanic disaster?
Should the Titanic be raised?
Key Learning Outcome: To create a Titanic experience to share with other pupils.

Historical Sources we will use.	
Primary	Secondary
Newspaper reports	Documentaries
Eye witness accounts from survivors	Books
The Titanic Inquiry	The Titanic film
Photographs	Paintings

Key Historical and Geographical skills we will develop throughout the unit. We will ...
Use the 8 compass points confidently and accurately
Suggest questions for investigating
Use primary and secondary sources of information in investigations
Analyse evidence and draw conclusions
Place our current study on a timeline in relation to other studies
Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings.
Compare beliefs and behaviour with another time studied.
Compare accounts of events from different sources.
Independently recognise primary and secondary sources of information.
Confidently use the library and internet for research.