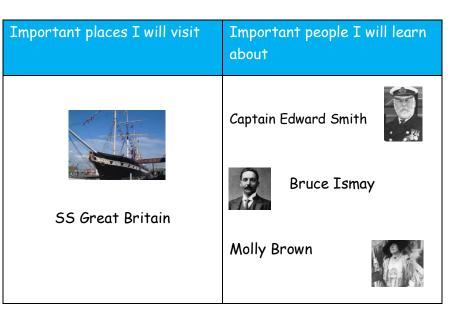
Key Vocabulary		
Disaster	A sudden accident or natural	
	catastrophe that causes great	
	damage or loss of life.	
Нуре	To repeatedly advertise and	
	discuss something in newspapers	
	and on television to attract	
	everyone's interest.	
Edwardian	The period of time which	
	included the reign of Edward	
	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.	



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.	

