



**YEAR 6 HISTORY: THE TITANIC - LONG-TERM PLAN**

**PHILOSOPHICAL QUESTION**

**Can segregation sometimes be right?**

**HISTORICAL QUESTION**

**Why did people accept their place within society and how has this changed?**

**LONG-TERM PLAN**

Week	Threshold Concept	Content	Knowledge	Interactive Activities
1	<b>Investigate and interpret the past</b>	Discuss the Philosophical Question. What are the children's views?  What is the children's opinion of the historical question? What questions do they have? What would they like to find out?	Segregation - the action or state of setting someone or something apart from others	Children to record their answers via writing, drawing, audio, video and then stored somewhere to re-discuss at the end of the block.  <b>Extension:</b> Use drama or role-play to act out scenarios to illustrate how people may be affected by segregation.
2	<b>Investigate and interpret the past</b>	Introduction to the Titanic: Why was it built? What did it represent?	The Titanic as the "biggest and best" ship of its age; 15,000 men worked on it; 3 years to build; 100,000 people watched its launch.	Gallery Walk: Students examine images, adverts, and blueprints of the Titanic, making notes on what they notice and wonder.
3	<b>Investigate and interpret the past</b>	Use primary and secondary sources to build a picture of the Titanic's voyage.	Understand the difference between primary and secondary sources; how evidence is used to reconstruct the past.	Source Detective: In groups, students analyse different sources and present their findings.
4	<b>Investigate and interpret the past</b>	Who was on board? Explore passenger logs, reasons for travel, and cabin locations.	2,200 people on board; class differences; ticket prices and facilities.	Passenger Profile: Each student researches and creates a profile for a real Titanic passenger.



Scotholme Primary - Discover (History LTP)

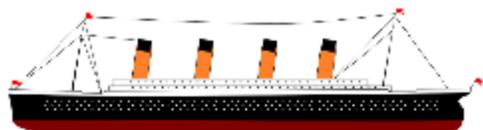
5	<b>Investigate and interpret the past</b>	The sinking: Timeline of events, iceberg warnings, and the disaster.	Key dates: 10th-15th April 1912; six iceberg warnings; 1,517 estimated deaths.	Human Timeline: Students line up in chronological order, each representing a key event or person.
6	<b>Build an overview of world history</b>	Social structure on the Titanic: How did class, gender, and ethnicity affect experience and survival?	1st class: luxury; 3rd class: basic conditions; survival rates by class; stories of key figures.	Survival Simulation: Students are assigned roles and must make decisions as the Titanic sinks.
7	<b>Build an overview of world history</b>	Edwardian society: attitudes to class, gender, and race. Compare with life today.	Edwardian values; how people "knew their place"; links to suffrage and civil rights.	Then & Now Carousel: Compare Edwardian and modern attitudes in rotating discussion groups.
8	<b>Build an overview of world history</b>	How did the Titanic reflect wider society? What happened when people challenged their place?	Examples of social mobility and resistance; Molly Brown's actions; Joseph Laroche's story.	Hot-Seating: Students take on the roles of key figures and answer classmates' questions.
9	<b>Understand chronology</b>	Place the Titanic in the context of travel and communication in the early 20th century.	Changes in travel and communication; how news of the disaster spread.	Timeline Challenge: Groups create large visual timelines.
10	<b>Understand chronology</b>	Compare the Titanic's era with other periods studied.	Continuity and change in attitudes to class, travel, and technology.	Historical Newsroom: Students write and perform news reports as journalists in 1912 and today.
11	<b>Communicate historically</b>	Prepare and deliver a presentation on a key aspect of the Titanic.	Use historical vocabulary: era, chronology, continuity, change, legacy.	Presentation Project: Students create and present a multimedia project.
12	<b>Communicate historically</b>	Reflect on the philosophical and historical questions.	Critical thinking about fairness, class, and change over time.	Philosophy Circle: Whole-class discussion using evidence from the unit.



APPENDIX:

THRESHOLD CONCEPTS

<p><b>Investigate and interpret the past</b>          This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past and link to prior knowledge.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Refine lines of enquiry as appropriate and be able to explain their choices.</li> </ul>
<p><b>Build an overview of world history</b>          This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain and make connections to prior taught knowledge.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<p><b>Understand chronology</b>          This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<ul style="list-style-type: none"> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate historically</b>          This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>• Dates, time period, era, chronology, continuity, change, century, decade, legacy</li> </ul> </li> <li>• Use original ways to present information and ideas.</li> </ul>

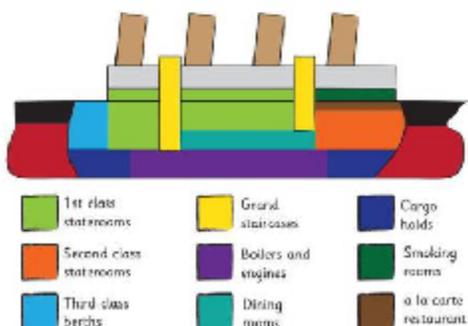


# The Titanic



Timeline							
<b>31<sup>st</sup> March 1909</b>	<b>10<sup>th</sup> April 1912</b>	<b>10<sup>th</sup> April 1912</b>	<b>11<sup>th</sup> April 1912</b>	<b>14<sup>th</sup> April 1912</b>	<b>15<sup>th</sup> April 1912</b>	<b>15<sup>th</sup> April 1912</b>	<b>18<sup>th</sup> April 1912</b>
Titanic construction started (in Belfast N.Ireland)	The Titanic sets off from Southampton.	The Titanic reaches Cherbourg (France) and collects more passengers.	The ship reaches Queenstown (Ireland).	The ship hits an iceberg on the starboard side of her bow: 23.40	After 4m of water enters the front of the ship, the captain radios for help. 1 <sup>st</sup> lifeboat launched: 00.45	The Titanic sinks in the darkness of the Atlantic Ocean: 02.20	The Carpathia steamship, having rescued 706 passengers, returns to New York.

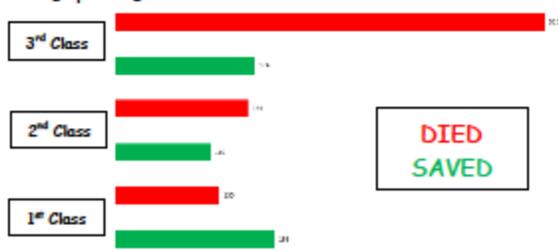
Key Vocabulary	
<b>bow</b>	the front part of the hull of a ship or boat
<b>collision</b>	one moving object or person striking violently against another
<b>crow's nest</b>	a structure in the upper part of a ship used as a lookout
<b>distress signal</b>	a signal from a ship or aircraft that is in danger
<b>funnel</b>	chimney on a ship used to get rid of boiler steam and smoke
<b>hull</b>	main body of a ship including the bottom, sides and deck
<b>iceberg</b>	a large floating mass of ice from larger ice sheet
<b>lifeboats</b>	small boats kept on a ship for use in emergency
<b>starboard</b>	side of a ship or that is on the right when facing forward
<b>shipwreck</b>	remains of a ship found on land or at the bottom of the sea
<b>stern</b>	the back part of the hull of a ship or boat
<b>voyage</b>	a long journey involving travel by sea or in space



**About the Titanic**  
 Biggest and 'best' ship of its age  
 Advertising reflected this  
 15,000 men worked on building her  
 3 years to complete building the ship  
 100,000 people turned up to watch the Titanic be launched

**The Sinking of the Titanic**  
 Six iceberg warnings received  
 Speed maintained  
 2200 people onboard  
 Estimated that 1517 died

**Different Classes**  
 1<sup>st</sup> class (£870) - beautiful bedrooms and facilities (swimming pool etc.); top-class food  
 3<sup>rd</sup> class (£8) - shared bedrooms and bathrooms, communal eating spaces; gruel, bread, cold meats



**Passengers/Crew**  
**John Jacob Astor**  
 Supposedly, the richest man in world at the time. 1<sup>st</sup> Class passenger. DIED.

**Molly Brown**  
 Woman who challenged crew to go back and look for more survivors. Survived another sinking later on and became known as 'The Unsinkable Molly Brown'. SURVIVED

**Captain Edward Smith**  
 Well-respected captain before sailing on Titanic. Did not slow his ship when ice was reported directly in his path. DIED.

**Bruce Ismay**  
 Director of the of White Star Line fleet of ships. SURVIVED. Questions about why he survived - did he bribe the crew to get on a lifeboat?

**Joseph Lemercier Laroché**  
 Only person of African descent who DIED on the Titanic. 2<sup>nd</sup> class ticket (he had refused a 1<sup>st</sup> Class ticket on another ship so his wife and children could eat with him). Wife and children survived.



## Scotholme Primary - Discover (History LTP)

### ASSESSMENT OPPORTUNITIES

- Source analysis (primary vs. secondary)
- Timeline creation
- Passenger profile research
- Survival simulation reflection
- Final presentation (oracy, historical communication)
- Participation in debates and discussions

### POSSIBLE QUESTIONS TO DEBATE

#### 🔍 Historical Enquiry Questions

#### 🗨️ Linked to the Philosophical Question

- Is it ever fair to treat people differently based on their social class or background?
- Can rules that separate people ever be justified if they reflect the values of the time?
- How do we decide what is "right" or "wrong" when looking at past societies?
- Should people have challenged segregation on the Titanic, or was it accepted as normal?

#### 📖 Linked to the Historical Question

- What did "knowing your place" mean in Edwardian society?
- Why did passengers on the Titanic accept such different conditions based on class?
- How did attitudes to class and gender in 1912 differ from today?
- What events or movements helped change people's views about their place in society?

#### 😊 Empathy and Perspective

- What might it have felt like to be a third-class passenger during the sinking?
- How would you feel if you were denied access to safety because of your class or gender?
- What emotions might Molly Brown or Joseph Laroche have experienced during the voyage?
- How would you respond if you were a child on board the Titanic from a working-class family?



Scotholme Primary - Discover (History LTP)

★ Values-Based (Justice, Reflection and Fairness)

- Was it fair that survival rates were higher for first-class passengers?
- What values were shown by people who helped others during the disaster?
- How can we learn from the Titanic to promote equality and fairness today?
- What does the story of the Titanic teach us about courage, compassion, and justice?