






















Brough Primary School – Curriculum Intention Plan 2023 - 2024



<p>Subject: History</p> <p>Year Group: Year 5/6</p>	<p>Area of learning: The sinking of the Titanic & the Triple Trawler Disaster (Hull- local area study)</p> <p>Enquiry Question: <i>How did the tragedy of the Titanic impact the future of passenger ships?</i></p>														
<p>Links to previous work/Remember when</p>	<p>NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Industrial Revolution)</p> <ul style="list-style-type: none"> To understand and explain the impact of the Victorian era on Britain- Industrial Revolution, inventions, child labour and education. To make links and compare the effects that this period of time had on modern day Britain. 														
<p>Term</p>	<p>Key Skills to be taught</p>														
<p>Summer 2024</p> <p>What the children should know at the end of this series of lessons</p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> A significant turning point in British History (The Battle of Britain 1940). <p><u>Historical Skills</u></p> <table border="1" data-bbox="467 880 1366 1032"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Chronology</p> <ul style="list-style-type: none"> Sequence up to ten events over a larger timescale (beyond 1066). <p>Sources of Evidence</p> <ul style="list-style-type: none"> Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims. Bring knowledge gathering from several sources together in a fluent account. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask and answer questions about the past. Bring knowledge gathered from several sources together in a fluent account to support a historical argument. <p>Analyse and Evaluate the Past</p> <ul style="list-style-type: none"> Explore a significant historical event and question the impact the event had on Britain / the wider world. <p>Cause & Consequence</p> <ul style="list-style-type: none"> Identify and give reasons for historical events and changes (why this happened and what happened as a result of this). <p>Historical Significance</p> <ul style="list-style-type: none"> Compare the significance of events, developments and people within the time periods studied. 	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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Vocabulary

RMS Titanic (Royal Mail Steamer), hull, bow, stern, iceberg, North Atlantic Ocean, RMS Carpathia, rescue, survivor, tragedy.

Trawler, British fishing industry, maritime, North sea, Spurn point, Icelandic coast, fishermen wives, Lillian Billoca, Headscarf Revolutionaries, locality, significance, impact.

***Possible addition to this unit of work (to cover the local history aspect- Hull Triple Trawler Disaster):** An in-school talk by historian Dr Brian Lavery (could be incorporated later on in the term after SATs). Email address for Brian brianlavery59@gmail.com

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p>Learning Objective: To sequence up to ten events over a larger timescale (beyond 1066)- Titanic.</p> <p>Key Knowledge: The Titanic was built in Belfast, Ireland. 10th April 1912- The ship leaves Southampton for New York. 14th April 1912- An iceberg is spotted but the Titanic is unable to avoid it. 15th April 1912- The ship sinks and over 1,500 people lose their lives. 15th April 1912- The Carpathia arrives and begins rescuing survivors. Three days later the Carpathia arrived in New York.</p> <p>Enquiry Type: Chronology</p>	<p>Recap- Why was the Battle of Britain a significant turning point for Great Britain?</p> <p>Titanic</p> <ul style="list-style-type: none"> • How long was the Titanic at sea before it sank? <p><i>Children sequence events (timeline) and answer questions about the Titanic (see possible resources folder- study the events that led to the sinking of the Titanic from the ship leaving Southampton to the Carpathia arriving and beginning to rescue survivors).</i></p>
2	<p>Learning Objective: To use methods of enquiry for finding out about the past from historical sources. To bring knowledge gathering from several sources together in a fluent account.</p>	<p>Recap- Where was the Titanic built? In which year did the Titanic sink?</p> <p>Titanic</p> <ul style="list-style-type: none"> • What evidence do we have to understand more about the Titanic?

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	<p>Key Knowledge: Life on board the Titanic depended on who you were and how much money you had. There were three different class divisions (the first class was for the most wealthy). *To note- 11 million people migrated for a new life in America between 1901 and 1910.</p> <p>Enquiry Type: Sources of Evidence</p>	<ul style="list-style-type: none"> • What was life on board like for a first/second/third class passenger? <p><i>Children consider different sources of evidence from the National Archive (see possible resources folder for web link) including passenger lists, cabin images and a telegram received by the Russian liner, Birma. Consider the viewpoints from 3 different passengers - what evidence is there to tell us which class of passenger they were?</i></p>
3	<p>Learning Objective: To ask and answer questions about the past (local area study- Hull).</p> <p>Key Knowledge: The life of a trawlerman was challenging- long periods of time at sea and a physically demanding and dangerous job in often poor weather conditions out at sea. In the winter of 1968, three Hull trawlers sank with the loss of 58 lives.</p> <p>Enquiry Type: Historical Enquiry</p>	<p>Recap- What were the differences onboard the Titanic for a first class and third class passenger?</p> <p>Triple Trawler Disaster (Hull)</p> <ul style="list-style-type: none"> • Was life hard for trawlermen? • What do we know about the 'Triple Trawler Disaster' of 1968? • How were these three boats lost? <p><i>Children consider the importance of the fishing industry in Hull during the 1900s and the viewpoint of the only lone survivor of the Triple Trawler Disaster, Harry Edom (working conditions as a trawlerman).</i></p>
4	<p>Learning Objective: To understand the significance of events, developments and people within the time periods studied (Hull Triple Trawler Disaster, 1968).</p> <p>Key Knowledge: Lillian Bilocca campaigned for better safety of trawlers.</p>	<p>Recap- What would have been a challenge for a trawlerman in the late 1960s?</p> <p>Triple Trawler Disaster (Hull)</p> <ul style="list-style-type: none"> • Who was Lillian Bilocca and what did she do to support change? <p><i>Children research Lillian Bilocca and consider how the city of Hull remembers her as part of the 'Headscarf Revolutionaries' / the significance of the campaigning.</i></p>

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	<p>Changes that came as a result of Lillian’s campaigning:</p> <ul style="list-style-type: none"> • Safety checks in place before vessels left port. • Radio operators for all ships. • Full crew in place before embarkation. • Improved safety equipment onboard. <p>Enquiry Type: Historical Significance</p>	
5	<p>Learning Objective: To explore a significant historical event (the sinking of the Titanic) and question the impact this event had on Britain / the wider world. To give reasons for the changes made as a result of a significant event (why these changes were made and what happened as a result of this).</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • The crew failed to slow down after receiving iceberg warnings. • The weather conditions that night were clear, with no moon and a very flat sea. This made it difficult for the lookouts to spot icebergs. • Cheaper materials may have been used (a weaker ship). 	<p>Recap- What happened as a result of the campaigning carried out by Lillian Bilocca and the ‘Headscarf Revolutionaries’?</p> <p>Titanic</p> <ul style="list-style-type: none"> • What led to the sinking of the Titanic? • How did the tragedy of the Titanic impact the future of passenger ships? <p><i>Children research contributing factors which led to the sinking of the Titanic and debate which ones may have been the most significant and why. Begin to consider the significance of changes that happened as a result of the sinking of the Titanic in 1912 (this can be continued as part of the assessment task).</i></p>

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	<p>As a result of the Titanic:</p> <ul style="list-style-type: none"> • More lifeboats to be placed on all ships (enough for everyone onboard). • Lifeboat drills and inspections carried out. • Better ship designs for safety. • The Radio Act of 1912- All sea vessels are required to have a 24-hour radio system in place. <p>Enquiry Type: Analyse & Evaluate the Past Cause & Consequence</p>	
6	<p>Learning Objective: To demonstrate what has been learnt about the Titanic / Triple Trawler Disaster (Hull) and the significance of these events on passenger ship safety.</p>	<p>ASSESSMENT LESSON <i>How did the tragedy of the Titanic impact the future of passenger ships?</i> Children may consider a written explanation, presentation, poster, leaflet etc. to answer the enquiry question for this unit of work.</p>

Learning Outcome/product

How did the tragedy of the Titanic impact the future of passenger ships?

Children will be able to identify when the following events were- the sinking of the Titanic / Triple Trawler Disaster (Hull).

Children will enquire about the Titanic / Triple Trawler Disaster (Hull) and use sources of evidence to build a picture of the past.

Children will be able to consider the significance of both tragedies and the improvements made to sea travel as a result.

Assessment records	List only those children who have not achieved the expected outcomes.

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