

# JOURNEYS (2)

# TITANIC

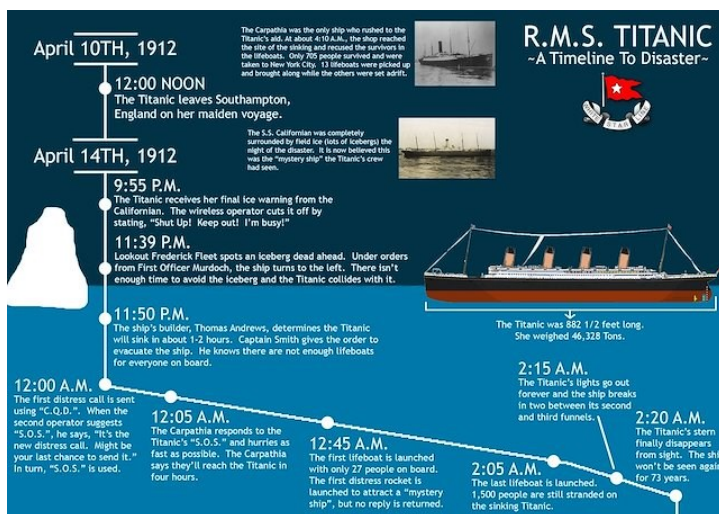
**Core Learning:**

To understand a timeline of events and a knowledge of journey location and environmental circumstances—icebergs !

To delve into the unanswered questions surrounding the mystery of events. Looking at a range of sources as evidence to support claims and opinions, including survivor stories and witness accounts

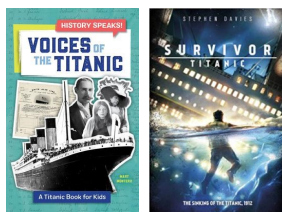
To devise our own opinions about who or what was to blame for the disaster

To consider the legacy of Titanic—her discovery and lessons learned.



**Key text:**

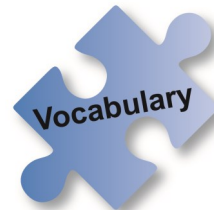
Poem: *The Wreck of the Titanic* by Benjamin Peck Keith (1856-1927)



- An ability to sequence key events
- Comparing differences and similarities of great events and their impact on people
- Comparing accounts of events from different sources—fact or fiction?
- Offering some reasons for differing opinions and versions of events.



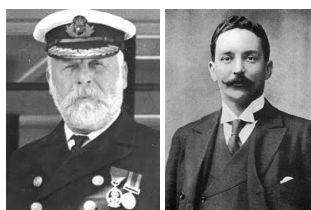
- Show an understanding of chronological events through use of timelines.
- Show a range and depth of historical knowledge: Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Be able to interpret historical accuracy through a range of sources
- Organise and communicate information learned in a co-



- Unsinkable
- Maiden Voyage
- Collision
- Infamous
- Opulent
- Impregnable
- Immersed
- Foundering
- Perished
- Unimaginable
- Floe / Blizzard

Cross curricular learning:

- Geography: Investigating the route
- Literacy: Writing to persuade—Who was to blame?
- Maths: Lifeboats - investigating the numbers
- Art: Through the porthole
- Science: Investigating buoyancy



Who's who?

Captain Edward Smith: his final voyage before retirement.  
 Bruce Ismay: Chairman of the White Star shipping line.