



Medium-Term Planning

History Focus With Art As A Secondary Subject

Term and Year: Spring 1 - 2020

Topic: History – Titanic

Teacher: Mrs Appleby – Year 5/6

Key Question(s): Why did the ‘unsinkable’ ship sink?

All challenge activities and related ‘I can’ statements are to be highlighted in green.

Key vocabulary:

sources, primary, secondary, reliability, opinion, classes

National Curriculum Objectives	‘I can...’ Statement(s)	Activities
<p>History A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p>	<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1 – Historical sources</p> <ul style="list-style-type: none"> I can identify a primary/secondary historical source I can determine how reliable a source is <p style="color: green;">Some of us will be able to:</p> <ul style="list-style-type: none"> <li style="color: green;">I can generate inquiry questions based on a historical source 	<p>Hook Activity – <i>Who was Arthur King?</i> Children to be given a number of sources of information and asked to answer the questions: What does the information tell us? What is the story? Discuss. Confirm that topic is Titanic.</p> <p>Inquiry question: <i>How do we know what happened to the Titanic?</i></p> <p>Children discuss the sources of information available to them to investigate the story of the Titanic. They discuss the different types of historical sources and their reliability, including how they can determine if a source is reliable.</p> <p style="color: green;">Challenge – Children to record questions that they would like to investigate the answers to based on the sources they have analysed.</p>

	Lesson 2 – significance of Titanic	<ul style="list-style-type: none"> I can use sources to gather information about the Titanic disaster <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can create a timeline of events which led to the Titanic sinking 	<p>Inquiry question: <i>Why was the Titanic so significant?</i></p> <p>Discuss briefly the story of the Titanic, learning about the ship’s significance in her time as well as why her maiden voyage stands out in history. Children will then use a variety of sources of information to answer questions about the Titanic</p> <p>Challenge - Children draw their own timeline of the Titanic’s journey from construction to her sinking. They must choose facts carefully to determine which are most relevant.</p>
	Lesson 3 – Life on-board	<ul style="list-style-type: none"> I can investigate what life was like on board for the different classes <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can justify inference using information from sources 	<p>Inquiry question: <i>What was life like on board the Titanic?</i></p> <p>Children to look at the interior and design of the ship from a passenger’s point of view. They explore what the cabins, leisure time and dining areas were like for each passenger class and use sources and research to determine what class different passengers were from.</p> <p>Challenge – Children explain how they were able to determine certain information about their passenger e.g. <i>I knew she was in third class because she shared her room with three other people and she had stew for dinner.</i></p>

	Lesson 4 – Who was on-board the Titanic?	<ul style="list-style-type: none"> I can investigate the people on board the Titanic. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can conduct suitable independent research into a given topic 	<p>Inquiry question: <i>Who was on board the Titanic?</i></p> <p>This lesson introduces the children to some famous people aboard the Titanic and the roles they played in her journey, and the sinking. They use character profiles and research to find out as much as possible about the passengers and have the opportunity to role-play as their chosen character to step into their shoes and explore what it might have been like for these people as the ship was sinking.</p> <p>Challenge – Children use their research to think of another inquiry questions to research next.</p>
	Lesson 5 – The disaster	<ul style="list-style-type: none"> I can form my own opinion about an event using evidence <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can challenge the opinion of others 	<p>Inquiry question: <i>Why were so many lives lost on the ‘unsinkable’ Titanic?</i></p> <p>Children are challenged to create their own opinions on the incident of the Titanic sinking as they explore the different reasons historians have investigated as the reason the Titanic sank and so many people lost their lives. The children will learn about some of the causes for the great loss of life and must determine which they feel was the main contributor for so many people dying in the sinking in a debate.</p> <p>Challenge - During the debate, children will challenge the views of others using evidence.</p>

	Lesson 6 – How did the disaster change the future?	<ul style="list-style-type: none"> I can identify how an event influenced a change in history <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can reflect on what could have happened if a key historical event did not happen. 	<p>Inquiry question: <i>In what ways has the Titanic changed history?</i></p> <p>Children are challenged to reflect on how major events in history can change the way countries, governments and societies act. They look into the Titanic and investigate how this incident helped inspire changes in how safety at sea was handled internationally. They are challenged to take facts they know about the sinking of the Titanic and explore how this created change, improving future passenger safety.</p> <p>Challenge – Children consider if these changes would have been made if the Titanic had had a successful journey.</p>
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Key Art vocabulary: Vanishing point, horizon line, perspective lines, hatching, contour, sketch, shade		
Art National Curriculum Objectives	'I can...' Statement(s)	Activities
Improve their mastery of art and design techniques, including drawing with a range of materials	<ul style="list-style-type: none"> I can explore perspective in photographs and drawings. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can evaluate my finished work. 	<p>Children will begin by exploring drawing techniques – hatching and contouring.</p> <p>They will then explore different photographs and paintings, investigating how objects have been made to look bigger or smaller, or how the artist/photographer has used perspective. The children are challenged to use vanishing points on their horizon lines to copy a perspective image.</p> <p>Challenge – children will be able to compare their image to the original image – identifying elements that they are most proud of.</p>
	<ul style="list-style-type: none"> I can use perspective to make objects seem larger or smaller. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> I can identify ways in which an artist has used perspective in their work 	<p>Children to look at a photograph of the Titanic in dock - how do they know from the picture that the Titanic is big? Then pick out different parts of the photograph that go against this, e.g. the man in the foreground. Then look at the Titanic. In the photograph, the bow looks taller than the stern. Discuss foreshortening. Objects closer to</p>

		<p>the viewer (in the foreground) will appear larger, getting smaller as they move away towards the horizon line.</p>
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In other images, children to note how an artist can use the horizon line, a vanishing point and construction lines to create perspective in their drawings and add depth. Children to use these techniques to draw their own image of the Titanic from a number of photographs.

Challenge – children will be able to identify more obscure vanishing points and horizon lines within images – concluding that these are not always found in the centre of an image.