|  |
| --- |
| Macintosh HD:Users:ianread:Documents:WCM 2016-17:Miscallaneous:WCM booklets:WCM Logos 2017 PNGs:WCM logo final:watercliffe_line_White.pngYear Two – Autumn Termly Overview: History |

**End Point**

**How did the events of the Titanic affect people’s lives?**

Fab Finish **–** Titanic Film

*Interviews, Hot seating, Drama, Singing, Artwork, Artefacts, Music,*

*Dance*

KWL

1. K = knowledge. Show question and ask what we already know. Record on display as well as on p2 of Theme Folders.

W = what do we want to know. Added to over time (also on p2 of folder)

Sequence the chronology of history

2. Timelines – putting chn’s photographs in sequence (baby and now etc.)

3. Sequence events and photographs into chronological order – Lost and Found

4. Then and now – putting photographs in sequence. Black and white photographs (compare dress and style)

Interpret the past using sources and artefacts

5. Observe and handle a range of sources of information to find out about the past. (Look at a range of toys, talk about what it tells them about the past)

6. Children to work in pairs to complete the mind map about the different ways that we could find out about the past.

7. Use and evaluate sources – Children to record information from different sources and discuss reliability.

Consider the past from different points of view

8. P4C – After watching the short clip from Titanic. Children to take part in P4C lesson, considering the past from different points of view *(women, men and children)*

9. After recording information, discuss the point of view of Captain Smith (hot seating activity)

10. Diary from the point of view of Captain Smith.

Explore the impact of people in historical events

11. Having studied Captain Smith –children briefly discuss the impact he had on others. Calming them. Giving them faith. What were other people’s thoughts on him?

12. Can you now choose another person – Molly Brown and the impact she had on the ship? Making them turn the lifeboat back to pick up survivors?

Identify the similarities, differences or changes throughout time

13. Children to complete comparison Venn Diagram about now and Titanic after class discussion. What is different and what is the same.

14+. Time to research and prepare on their area for Fab Finish. Filming for our Titanic Video.

Reflection

15. Written reflection to go on final page in folders and added to Uni Files.

Review will be an integral part of each session with built in time to discuss and record what has been learnt, any misconceptions or new questions. These will be added to the classroom display in the right section of the KWL grid and in Theme Folders (up to teacher’s discretion whether to type for the class or record individually). This will be used to measure impact.

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge** | **Skills** | **Concepts** | **Key Vocabulary** |
| * Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
 | * Begin to identify primary and secondary sources and the difference between these.
* Select and combine relevant information from different sources, to build up a picture of life in the time of history studied.
* Place events, people and changes into correct periods of time; and make some comparisons.
* Use dates and vocabulary related to the passing of time, such as modern, ancient, BC, century and decade.
* Study varied aspects of the lives of different people; such as men and women.
* Examine causes and results of events, and the impact on people.
* Identify, describe and give reasons for, and results of, historical events, situations and changes within and across different periods.
* Show some understanding that aspects of the past have been represented and interpreted in different ways.
 | * Have sense of time over historical periods
* Know the difference between primary and secondary sources.
* Understand that different experiences give people a different point of view
* Understand that the actions of an individual can make a big difference
* Be able to compare my life with the historical period
* Question what is the same and what is different between time periods
 | SequenceChronology/chronological orderPrimary/secondary sourceArtefactInterpretViewpointBiasValidity Past/present/futureConnectionsContrastsTrendsSimilaritiesDifferencesChanges Significance EventsImpact Time period  |