

Titanic

Knowledge Organiser	Year: 5 Term: Spring	Theme and Concept: Conflict and Disaster
<u>What was the impact of the Titanic disaster on today's safety guidelines?</u>		



Prior Knowledge: Children will know that during the industrial revolution, there were many things that were built around the Black Country. They will know that during this time, there were societal differences, that followed a class system and also that women were seen as lesser than men. Children will know that in certain areas of the Black Country, specialist things were made, such as leather and iron chains in Walsall. Children will understand that different events in history changed the way that we live today and that there was a rapid increase in inventions from the 19 Century onwards. Children will understand that different disasters in history have changed the way in which we live today, such as the Great Fire of London improved fire services within Britain.

1. What does industrial mean?	A great amount of industry.
2. Where were the majority of things made during the industrial revolution?	The Black Country
3. Can you identify the Atlantic Ocean on a map?	*Geography link – Use a map
4. What is a primary source?	A piece of historical evidence from the actual time itself.
5. What does significance mean?	importance
6. What improved after the Great Fire of London?	Fire safety

<u>Second Order (disciplinary) Concepts</u>	Key Historical Knowledge	Key Historical Skill
Chronology	<p>What is the chronology of the Titanic?</p> <p><i>*Use timeline</i></p>	<p>✓ I can use dates and terms accurately in describing events and people.</p>
Evidence and Interpretation	<p>What was the Titanic?</p> <p>The Titanic was a British Passenger liner, operated by White Star Line. She was the largest ship of her time and carried over 2,000 passengers. Titanic was known as the unsinkable ship and it was reported, before her maiden voyage, that God himself could not sink it. The Titanic's anchor was made in the Black Country by Hingley Netherton. On 15th April 1912, the Titanic sunk to the bottom of the North Atlantic Ocean, after striking an iceberg. More than 1,500 people died due to the lack of lifeboats on board. The class system, that was socially acceptable at the time, meant that more first-class passengers were saved than second- and third-class passengers.</p>	<p>✓ I can use sources of evidence to deduce information about the past.</p> <p>✓ I can select suitable sources of evidence.</p> <p><i>Look at newspaper cuttings, film footage and pictures of the Titanic. Can children conclude what the Titanic was and what happened to the Titanic? Can they discuss the reliability of the sources and select which source is most suitable and why for telling an historian about the Titanic?</i></p>
Similarity and difference	<p>What was the class system used on the Titanic?</p>	<p>✓ I can compare some of the times studied with those of the other</p>

	<p>The Titanic's structure was designed around a whole societal class system, with first class people residing at the top of the ship and third-class people residing at the bottom of the ship. This class divide was socially accepted at the time. It meant that the first-class passengers had luxurious dining rooms, service and ensuite to their bedrooms. Second-class people shared a bathroom and had a whole dining room that could seat 2,000 people. Second-class on the Titanic was equivalent to first class on other ships of the time. Third-class accommodation was known as steerage. These small cabins were designed with bunk beds and a sink. Third-class passengers had a general meeting room and a smoking room. They were not allowed to go into the second class and first-class areas. Although this may seem poorer conditions compared to the first- and second-class passengers, they were far better than third class on other boats.</p>	<p>areas of interest around Britain and modern time Britain.</p> <p><i>Label a illustration of the inside of each part of the ship with the class system, explaining what each person was offered on the ship.</i></p> <p><i>Explore the similarities and differences between the services on the ship depending on a passenger's class. Compare this to modern day thinking and British Values of equality and fair treatment.</i></p>
Cause and Consequence	<p>Why did the Titanic sink? There are many theories to suggest why the Titanic sunk.</p> <p>Thomas Andrew's Fault: Thomas Andrew was the ships architect. The compartments on the ship did not reach as high as they should have done, as White Star Line wanted maximum capacity for first class passengers. If Andrew has insisted that they were the right height, the Titanic may not have sunk.</p> <p>Captain Lord's fault: Captain Lord ordered for the radios to be turned off at 11:15 on the Californian ship. The crew saw rockets been fired from the Titanic, but Captain Lord concluded that the Titanic were having a party. The Californian did not help. If they had switched on their radios, they would have been able to reach the Titanic and save the passengers.</p> <p>The Ship Builder's fault: The 3 million rivets holding the ship together were analysed after the disaster. The rivets were made of poor iron. When the ship hit the iceberg, the rivets came apart, which meant the ship sank. If the rivets were good quality, they may not have come apart.</p> <p>Bruce Ismay and Captain Smith's fault: It is believed Ismay (White Star Line managing director) put pressure on the Captain Smith to maintain Titanic's high speeds. They wanted to impress the papers by making a 6-day journey across the North Atlantic into America. If the ship had slowed down, the disaster may not have happened.</p>	<ul style="list-style-type: none"> ✓ I can describe the social, ethnic, cultural diversity of past society. ✓ I can use sources of information to form testable hypotheses about the past. <p><i>Compare the American and British enquiries. Compare the causes of what may have caused the Titanic to sink. Support children in building testable hypotheses of why these causes may be correct. Which causes are more believable/reliable? How can they be trusted?</i></p>
Historical significance	<p>Who were the people, from Wolverhampton, on the Titanic? Annie Elizabeth Sage : Titanic Victim (encyclopedia-titanica.org) Annie Elizabeth Sage was born in Wolverhampton 3rd August 1865. Elizabeth and her family settled in Islington,</p>	<ul style="list-style-type: none"> ✓ I can describe the social and cultural significant of past society. ✓ I can describe the characteristic features of the past, including ideas and beliefs.

	<p>London a few years after her birth and they are shown on the 1871 census as residents of 16 Woodville Road. In April 1911 her husband, John, and eldest son travelled to Winnipeg, Manitoba where they both worked as cooks with the Central Pacific Railway. After some months, Mr Sage and his son had saved sufficient money to embark out in a venture of their own and he purchased a fruit farm at Jacksonville, Florida, which he intended to cultivate for pecans. He sent a postcard to his wife which shows how taken he was with Florida. John returned to Britain aboard the Corsican, arriving in London 1 September; his son George followed two months later. A plan was hatched to bring the whole family across the Atlantic. John's enthusiasm was evidently not shared by Annie who did not want to leave England, having a fear of water; her daughter Dorothy (Dolly) had fallen into a well in the back yard of the family home and almost drowned. Annie also appears to have been rather timid by nature too. It was originally intended that the family would travel aboard the Philadelphia, but the coal strike forced them to take passage on Titanic instead. After bidding their farewells to many well-wishers the family travelled by train to Southampton and board Titanic on 10 April 1912 as third-class passengers (ticket number 2343 which had cost £69, 11s). It is likely that the family was able to reach the deck shortly before the Titanic went down as there are reports that Stella had got into a lifeboat but left it when other members of her family were unable to join her. The whole family were lost in the sinking; out of the eleven-strong crowd only Anthony William's body was recovered.</p>	<p><i>Explore the life of Annie Elizabeth and how we find out about people from the past using different sources from the councils. Create a fact file that demonstrates their knowledge of who Annie Elizabeth Sage was and the fate of the family on board the Titanic.</i></p>
<p>Change and continuity</p>	<p>Who was Molly Brown? Molly Brown was a passenger and survivor on the Titanic. She was soon after known as "The unsinkable Molly Brown," as she persuaded the crew to take the boats back to pick up any survivors. On the Carpathia, she raised money for the poor. She was involved in the different enquiries that took place and fought for safety regulations to be put into place. These included: More lifeboats on-board, 24-hour radio surveillance and red rockets to be a symbol of distress. Other things that changed, due to the disaster, was the bulk heads being made higher in all ships that were made from 1912 onwards.</p>	<ul style="list-style-type: none"> ✓ I can identify periods of rapid change in history. ✓ I can understand the concepts of continuity and change over time.

Key Vocabulary	Significant People	
<p>evacuate: To remove from a place of danger or safety.</p>		<p>Molly Brown: Molly Brown was a passenger and survivor on the Titanic. She was soon after known as “The unsinkable Molly Brown,” as she persuaded the crew to take the boats back to pick up any survivors. On the Carpathia, she raised money for the poor. She was involved in the different enquiries that took place and fought for safety regulations to be put into place.</p>
<p>Carpathia: The ship that eventually picked up the survivors of the Titanic.</p>		
<p>voyage: A long journey involving travel by sea.</p>		
<p>iceberg: A large floating mass of ice.</p>		
<p>wreck: The destruction of a ship at sea.</p>		
<p>crow’s nest: A platform fixed on the masthead of a vessel as a place of lookout.</p>		
<p>passengers: People who travel on transport.</p>		
<p>lifeboats: Smaller boats used to hold people in case of an emergency or ship sinking.</p>		
<p>social class: A division of society based on economic status.</p>		
<p>deck: A floor of a ship, specifically the upper level.</p>		
<p>propeller: A mechanical device used to move a ship.</p>	<h2>Resources</h2>	
	<p>Annie Elizabeth Sage: Titanic Victim (encyclopedia-titanica.org) Life aboard the Titanic - The National Archives Titanic facts and figures - BBC Bitesize The Titanic primary resource - National Geographic Kids (natgeokids.com) Titanic Real Footage: Leaving Belfast for Disaster (1911-1912) British Pathé - YouTube < <i>Real footage in a silent film of the Titanic before and after.</i> The sinking of the Titanic - breaking news report - KS2 English - BBC Bitesize < English link for a newspaper report.</p>	

Timeline

