

Revised Entry Level 1–3
Entry Level

History

Unit 4

Northern Ireland - A Practical
Investigation of Local History

Unit 4: Northern Ireland – A Practical Investigation of Local History

Teachers are advised that in Unit 4 they may be able to adapt their local history investigation from the previous series to the revised requirements of the new Entry Level History. Please note that the Assessment Criteria for each of the three levels must be fulfilled. At the end of the unit planning grid for Unit 4, there is a generic list of local history resources for Northern Ireland.

Suggestions for delivering Unit 4

The choice of topic is very much down to the teacher and should take into account the level the learners are working at, as well as available resources and the provision of opportunities for progression. The content and context chosen must be capable of delivering the learning outcomes for Unit 4. The suggestions for study given are not definitive.

Learning Outcome 1: Demonstrate knowledge of the key features of a chosen topic

Learners should learn about an event, issue or development that has affected an area of Northern Ireland in the past. These developments may have been motivated by individuals or key figures in a specific locality or may originate from more general issues, e.g. social, economic, political and military factors.

Suggested examples for delivering Learning Outcome 1

- The role of a famous local family or individual, e.g. The Richardsons in Bessbrook/The Brownlows in Lurgan/Harry Ferguson/Lord Kelvin
- Any **historic site** in the local or wider area
- **Life in a Big House**, e.g. Ardross House/Castleward/Mount Stewart
- Our **High Street** and how it has changed over time
- **Changes in our local community**, e.g. entertainment/sport/leisure/industry
- **Changes in Social conditions**, e.g. public health/housing/working conditions/medicine

- **War**, e.g. the local impact of the First World War or the Second World War
- **A particular event**, e.g. The sinking of the Titanic 1912/The Armagh Railway disaster 1889/The Belfast Blitz 1941
- **Industrial and Agricultural changes**, e.g. The factory system and its effects on the land/new machinery and inventions or the closing of canals/railway station/and the effects on local areas

Learning Outcome 2

Identify and use historical sources in their investigation

Learners must be able to investigate a chosen topic using historical sources. These should be chosen by the teacher on the basis that they can be used by learners to collect information about their chosen topic.

Suggestions for delivering Learning Outcome 2

Using the locality, list of agencies/websites, which may assist a study of the local environment may be found on the CCEA website link:

http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/the_world_around_us/using_the_locality.pdf

- Local museums and libraries provide access to artefacts/maps/photographs including aerial/video and sound clips for all chosen topics
- Visits to historic sites or landmarks where learners may take their own photographs as visual records for their investigation, e.g. Life in a Big House/the Titanic Visitors Centre and dockyard Belfast/World War 2 sites, e.g. airfields/nissen huts/camps
- War memorials/statues/plaques provide learners with physical records of an event or development
- Place Names and Street names help learners trace a development through time in a locality
- Local newspapers/parish and church records where learners may access specific local information about an event or development

- Official documents and records, e.g. census returns/trade directories/electoral rolls provide learners with opportunities to trace changes in population/occupations and trade over time
- Written documents, e.g. diaries/letters/speeches/reports
- Internet sites which learners can use to investigate their chosen topic

Learning Outcome 3

Be able to communicate knowledge of how their chosen topic has developed over time

Learners must be able to communicate their findings from their investigations on their chosen topic taking into account how aspects from the chosen topic have developed over time. It is advisable to provide the learners with some sources which focus them on how the local area or Northern Ireland has been affected as a result of the work of a key individual or a significant event such as The Belfast Blitz. Learners can be supported to choose an appropriate method of communicating their findings and demonstrating their understanding of how aspects of the chosen topic have developed over time.

- A flyer, pocket book or pamphlet
- A PowerPoint presentation
- An oral presentation including artefacts and photos
- A project book or scrapbook
- A wall display or timeline showing the main developments over time
- A story board of the collected information
- A podcast or digital recording of the information
- Pages for a website

Unit 4: Northern Ireland: A Practical Investigation of Local History

Entry Level 1

Learning Outcome 1: Demonstrate knowledge of the key features of a chosen topic

Assessment Criteria 1.1: Identify **one** key feature of the chosen topic.

Task 1



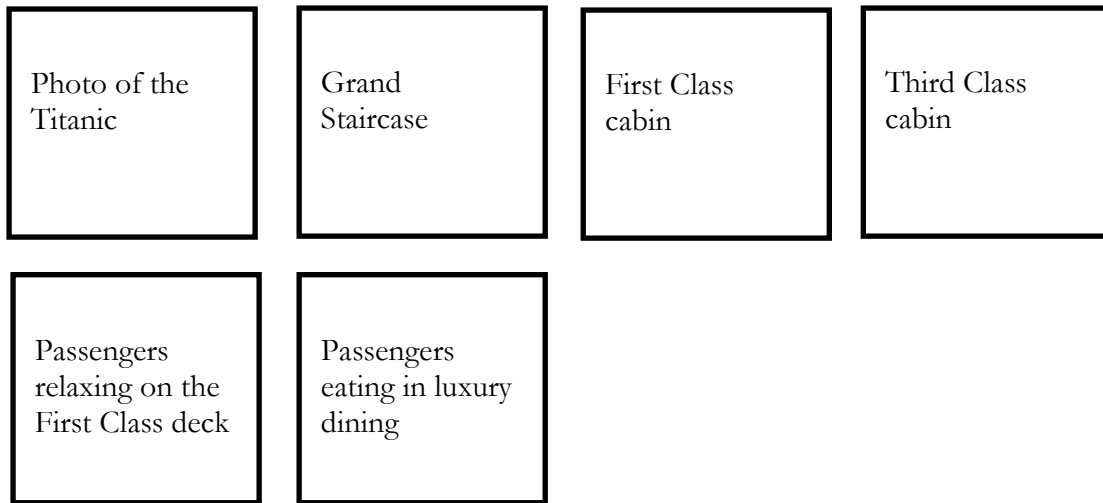
Look at image 1

Write down the name of the ship.

Look at image 2

Write down the name of the place where the ship was built.

Insert a selection of photos and images showing the luxury in design and comfort of the Titanic.



Task 2

Label each of the photos using the phrases below:

The Grand Staircase

The First Class dining room

A First Class cabin

A Second Class cabin

The First Class deck

The biggest ocean liner in 1912

Assessment Criteria 1.2: Identify **one** key figure from the topic.

Task 2

Insert images of any three key figures, e.g.
Captain Smith/Lord Pirrie/J. Bruce Ismay or Thomas Andrews

The three key figures below were involved in different ways with the Titanic:

Key Figure 1 	Key Figure 2 	Key Figure 3
---	---	---

Match the names below with the correct key figure above.

Captain Smith

Thomas Andrews

Joseph Bruce Ismay

Unit 4: Northern Ireland: A Practical Investigation of Local History

Entry Level 2

Learning Outcome 1: Demonstrate knowledge of the key features of a chosen topic

Assessment Criteria 1.1: Identify **two** key features of the chosen topic.

Task 1



Write down the name of the ship in image 1.

Write down the name of the place where the ship was built using image 2.

Insert a selection of photos and images showing the luxury in design and comfort of the Titanic.

Photo of the Titanic	Grand Staircase	First Class cabin	Third Class cabin
Passengers relaxing on the First Class deck	Passengers eating in luxury dining		

Task 2

Label each of the photos using the phrases below:

The Grand Staircase

The First Class dining room

A First Class cabin

A Second Class cabin

The First Class deck

The biggest ocean liner in 1912

Suggested questions

- What does photo A tell you about the size of the Titanic?

- Look at the photo of the First and Third Class cabins. Write down **three** differences between the cabins.

1. _____

2. _____

3. _____

- Look at photos E and F. Do you think these passengers are rich? Explain your answer.

- What do these photos tell you Third Class passengers?

Assessment Criteria 1.2: Identify **two** key figure from the topic

Task 3

Insert images of any three key figures, e.g. Captain, e.g. Edward Smith/Lord Pirrie/J. Bruce Ismay/Thomas Andrews

The three key figures below were involved in different ways with the Titanic:

Key Figure 1 	Key Figure 2 	Key Figure 3
---	---	---

Match the names below with the correct key figure above.

Captain Smith

Thomas Andrew

Joseph Bruce Ismay

Which of the key figures was the Captain of the Titanic?

Which of the key figures was the owner of the White Star company?

Unit 4: Northern Ireland: A Practical Investigation of Local History

Entry Level 3

Learning Outcome 1: Demonstrate knowledge of the key features of a chosen topic

Assessment Criteria 1.1: Identify **three** key features of the Titanic.

Task 1

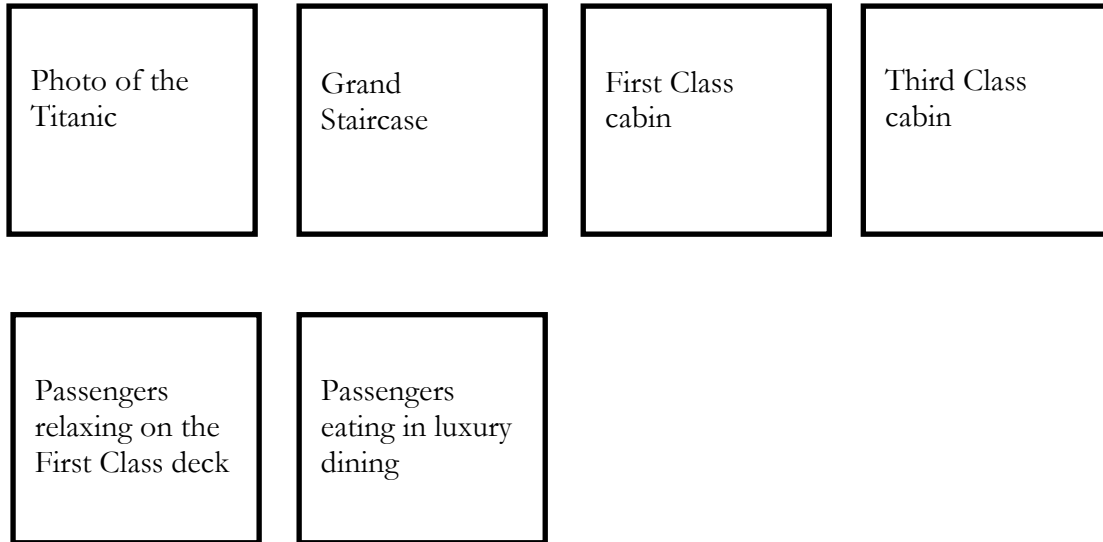


Write down the name of the ship in image 1.

Write down the name of the place where the ship was built in image 2.

Write down the name of the shipbuilding company which built the ship.

Insert a selection of photos and images showing the luxury in design and comfort of the Titanic.



Task 2

Label each of the photos using the phrases below:

The Grand Staircase

The First Class dining room

A First Class cabin

A Second Class cabin

The First Class deck

The biggest ocean liner in 1912

Suggested questions

- What does photo A tell you about the size of the Titanic?

- Look at the photo of the First and Third Class cabins. Write down **three** differences between the cabins.

1. _____

2. _____

3. _____

- Look at photos E and F. What clues are there in the photos to tell you if the passengers are rich or poor?

Of the 1300 passengers aboard the Titanic, 709 were in third class and had paid between £3 and £8 for their ticket. Most of them were Irish and Scandinavian emigrants.

- Why do you think these people were on the Titanic?

- What do these photos tell you about the different class of people who travelled on the Titanic?

Assessment Criteria 1.2: Identify **three** key figure from the topic.

Task 3

Key Figure 1	Key Figure 2	Key Figure 3

Which of the key figures was the Captain of the Titanic?

Which of the key figures was the chairman of Harland and Wolff?

Which of the key figures was the owner of the White Star company?

Unit 4: Northern Ireland: A Practical Investigation of Local History

Entry Level 1

Learning Outcome 2: Identify and use historical sources in their practical investigation

Assessment Criteria 2.1: Identify **one** source of information which tells us about the Titanic.

(Teacher inserts a selection of different types of historical sources about the chosen topic.)

1. A photograph showing Titanic leaving Southampton docks on 10 April 1912.

2. Map showing the route of the Titanic and where the ship hit the iceberg.

www.googleimages.co.uk

3. Newspaper headlines showing the disaster the day after the sinking on 15 April 1912.

4. A list of passengers killed in the sinking of the Titanic.

www.nationalarchives.gov.uk

5. A written extract from an eye witness account, e.g. John Thayer who witnessed the sinking of the Titanic from a lifeboat.

www.eyewitnesstohistory.com

6. A film extract from either Titanic made in 1997 or from a 'Night to Remember' made in 1958 showing the sinking of the Titanic.

Task 1

Match the number of the source to the correct answer on the table.

Type of Source	Number of Source
Written documents	
Newspaper Headlines	
Map	
Eye witness account	
Film	
Photograph	

Write down the title of **one** written source about the Titanic.

Assessment Criteria 2.2: Select **one** piece of information from the source.

Task 2

What does the chosen source tell us about the Titanic?

Unit 4: Northern Ireland: A Practical Investigation of Local History

Entry Level 2

Learning Outcome 2: Identify and use historical sources in their practical investigation

Assessment Criteria 2.1: Identify **two** sources of information which tells us about the Titanic.

(Teacher inserts a selection of different types of historical sources about the chosen topic.)

1. A photograph showing Titanic leaving Southampton docks on 10 April 1912.

2. Map showing the route of the Titanic and where the ship hit the iceberg.

www.googleimages.co.uk

3. Newspaper headlines showing the disaster the day after the sinking on 15 April 1912.

4. A list of passengers killed in the sinking of the Titanic.

www.nationalarchives.gov.uk

5. A written extract from an eye witness account, e.g. John Thayer who witnessed the sinking of the Titanic from a lifeboat.

www.eyewitnesstohistory.com

6. A film extract from either Titanic made in 1997 or from a 'Night to Remember' made in 1958 showing the sinking of the Titanic.

Task 1

Match the number of the source to the correct answer on the table.

Type of Source	Number of Source
Written documents	
Newspaper Headlines	
Map	
Eye witness account	
Film	
Photograph	

Write down the name of **one** written source about the Titanic.

Write down the name of **one** visual source about the Titanic.

Assessment Criteria 2.2: Select **two** pieces of key information from these sources.

Task 2

What does the written source you have chosen tell you about the Titanic?

What does the visual source you have chosen tell you about the Titanic?

Unit 4: Northern Ireland A Practical Investigation of Local History

Entry Level 3

Learning Outcome 2: Identify and use historical sources in their practical investigation

Assessment Criteria 2.1: Identify **three** sources which tell us about the Titanic.

Task 1

1. A photograph showing Titanic leaving Southampton docks on 10 April 1912.

2. Map showing the route of the Titanic and where the ship hit the iceberg.

www.googleimages.co.uk

3. Newspaper headlines showing the disaster the day after the sinking on 15 April 1912.

4. A list of passengers killed in the sinking of the Titanic.

www.nationalarchives.gov.uk

5. A written extract from an eye witness account, e.g. John Thayer who witnessed the sinking of the Titanic from a lifeboat.

www.eyewitnesstohistory.com

6. A film extract from either Titanic made in 1997 or from a 'Night to Remember' made in 1958 showing the sinking of the Titanic.

Task 1

Match the number of the source to the correct answer on the table.

Type of Source	Number of Source
Written documents	
Newspaper Headlines	
Map	
Eye witness account	
Film	
Photograph	

Task 2

Which source would you use to find out about the names of some of the passengers on the Titanic?

Which source would you use to find out about what the people who were rescued saw happening to the Titanic?

Which source would you use to find out about the route of the Titanic's first voyage?

Assessment Criteria 2.2: Select **two** pieces of information from these sources.

Task 3

What does Source 2 tell us about the Titanic's journey?

What does Source 2 tell us about the location of the iceberg?

What does Source 4 tell us about the Third Class Passengers?

What does Source 4 tell us about the First Class Passengers?

What does Source 5 tell us about what happened to the Titanic as it sank into the sea?

What does Source 5 tell us about the people who were rescued felt about seeing the Titanic sink?

Unit 4: Northern Ireland: A Practical Investigation of Local History

Entry Level 1

Learning Outcome 3: Be able to communicate how the chosen topic has developed over time

Assessment Criteria 3.1: Select information from **one** source about the chosen topic.

Task 1

Source 1: Image of rivets used to build the Titanic



What was the purpose of the rivets?

The rivets were poor quality steel. What happened to the rivets when the Titanic struck the iceberg?

Task 2

Write down the name of the ship which received the Titanic's final warning.

Why did this ship not answer the Titanic's call for help?

Would you agree that the Titanic might have been saved if the Captain of the Californian had left the ship's radio on?

Task 3

Each of the six statements tell you what lessons were learned from the sinking of the Titanic from 1912 to the present day.

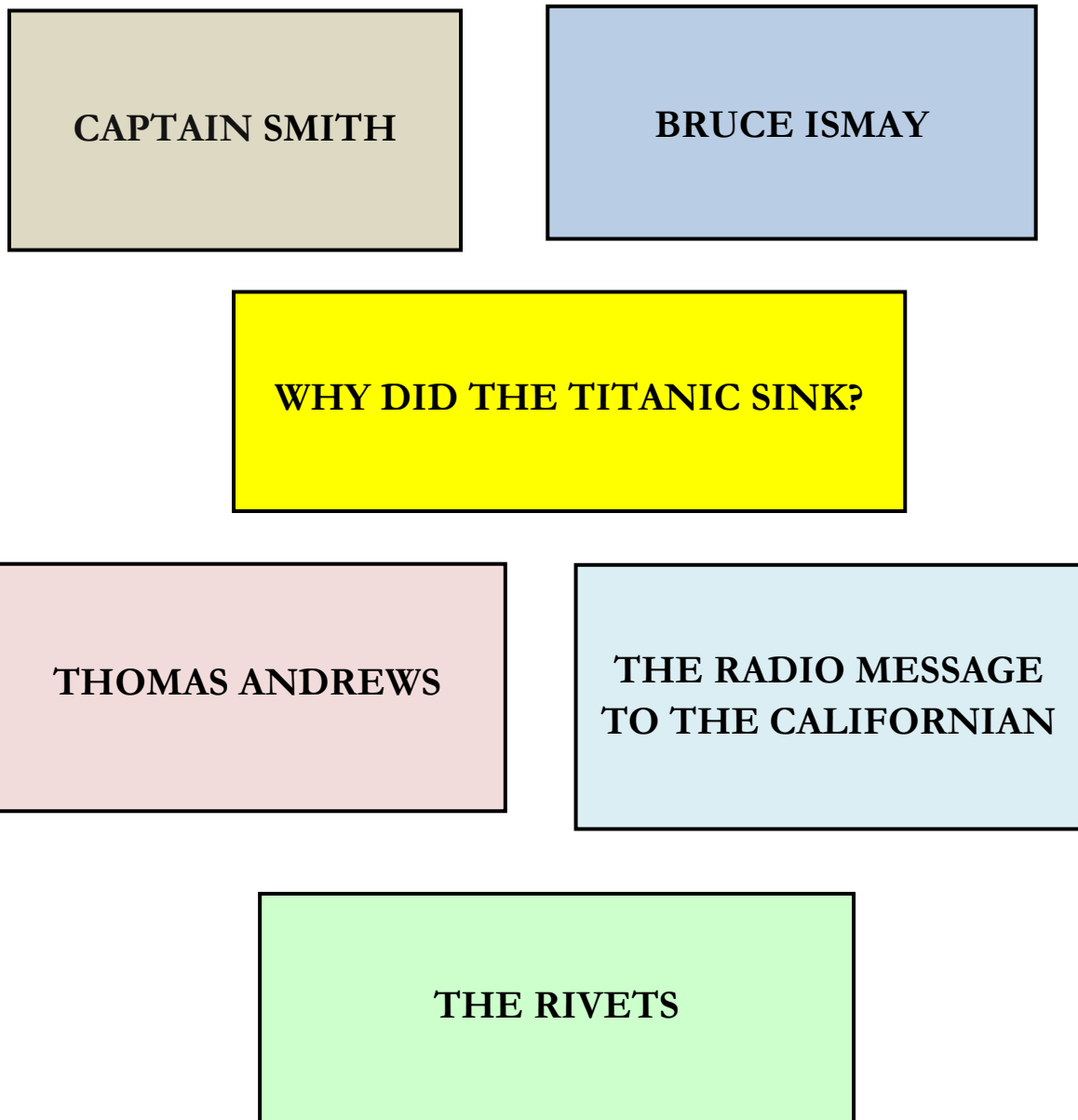
Rank the statements in order of importance by numbering them 1 to 6 with one being the most important and six being the least important.

- All ships must carry enough lifeboats for the number of passengers on board.
- Ship radios should be manned 24 hours a day.
- Regular lifeboat drills should be held.
- Speed should be reduced in ice, fog or any other areas of possible danger.
- An international iceberg patrol was set up by the US Coastguard.
- Use of red flares when fired from a ship should be seen as a sign of danger.

Assessment Criteria 3.2: Present the information from the source.

Task 2

You will now present what you have found out about the sinking of the Titanic from Source A. You can write your answers in the flow chart below to help you to organise your ideas.



Unit 4: Northern Ireland: A Practical Investigation of Local History

Entry Level 2

Learning Outcome 3: Be able to communicate how the chosen topic has developed over time

Assessment Criteria 3.1: Select information from **two** sources about the chosen topic.

The two sources below give you information about the way the Titanic sank.

Suggested example

Source 1: Image of rivets used to build the Titanic



What was the purpose of the rivets?

What happened to the rivets when the Titanic struck the iceberg?

Source 2

Insert copy of the message
from the Titanic to the
Californian

Write down the name of the ship this message was sent to?

What happened to the message?

Assessment Criteria 3.2: Use this information to present basic observations on the chosen topic.

Task 2

Sources 1 and 2 gave you some reasons why the Titanic sank. The statements in the table below give you other reasons for the disaster.

Draw a line matching the statements on the right of the table with the correct answers on the left.

Why did the Titanic sink?	
1. The poor quality rivets broke apart when the Titanic hit the iceberg.	Captain John Smith
2. The White Star company who owned the Titanic wanted it to reach New York in six days.	Shipbuilders Harland and Wolff
3. Captain John Smith ignored warnings about icebergs from his crew as he wanted to get the Titanic to New York in record time.	The Captain of the Californian
4. The last message from the Titanic was sent to a ship called the Californian which had its radio turned off so the message was not received.	The architect Thomas Andrews

Why did the Titanic sink? (cont.)

5. John Andrews was the architect who designed the Titanic. There were sixteen watertight compartments on the ship, but they were too high up so that the view of passengers in First Class could not be blocked

The White Star Company

Write down the two most important reasons why you think the Titanic sank. Explain your answer.

1. _____

2. _____

Task 3

Each of the six statements tell you what lessons were learned from the sinking of the Titanic from 1912 to the present day. Rank the statements in order of importance by numbering them 1 to 6 with one being the most important and six being the least important. Fill in your answers on the table.

- All ships must carry enough lifeboats for the number of passengers on board.
- Ship radios should be manned 24 hours a day.
- Regular lifeboat drills should be held.
- Speed should be reduced in ice, fog or any other areas of possible danger.
- An international iceberg patrol was set up by the US Coastguard.
- Use of red flares when fired from a ship should be seen as a sign of danger.

Arrange the six statements in order of importance with one being the least important and six being the most important.

Statement	State reasons for your choice
1.	
2.	
3.	
4.	
5.	
6.	

Unit 4: Northern Ireland: A Practical Investigation of Local History

Entry Level 3

Learning Outcome 3: Be able to communicate how the chosen topic has developed over time

Assessment Criteria 3.1: Select and combine information from material collected to make simple observations about the chosen topic.

The following sources tell us about why the Titanic sank on the night of 15 April 1912. Read each source carefully before you begin to write your answers.

Teacher inserts a selection of any of the following examples: the final message from the Titanic to the Californian/ an eye witness account/ image of the Titanic sinking/ DVD extract/ information on insecure rivets/ Captain Smith's speed/ Bruce Ismay's six day schedule for the route/ ship's design – watertight compartments too high and not enough lifeboats.

Task 1

Suggested questions for sources

- What does Source A tell you about the number of lifeboats on the Titanic?

- What does Source C tell you about the watertight compartments on the Titanic?

- Do Sources A and C agree about the lack of safety of the passengers on board the Titanic?

- Do Sources D and E agree about the speed of the Titanic on the night of the disaster?

Task 2

Look at the main reasons why the Titanic sank in the table below. Complete the table by giving each reason a mark out of five (five being the most important and one being the least important). Give reasons for your choice.

Reasons why the Titanic sank	Importance 1–5	Reasons for your choice
Thomas Andrews was the architect who designed the Titanic. He thought it was unsinkable because it had 16 watertight compartments but they were too high and could not be used.		
The rivets used on the Titanic were poor quality and parts of the ship broke up when it hit the iceberg.		
Captain Smith did not listen to warnings from his crew about the iceberg and went too fast a speed as he wanted to reach New York in record time.		

Reasons why the Titanic sank (cont.)	Importance 1–5	Reasons for your choice
The final warning about the iceberg from the Titanic was sent to a ship called the Californian which did not pick the message up as its radio was turned off.		
Bruce Ismay was the owner of the White Star Company which owned the Titanic. He wanted to get to New York in six days and may have forced Captain Smith to go faster than he should.		

Write down your **three** most important choices

1. _____

2. _____

3. _____

Assessment Criteria 3.2: Explain how their chosen topic has developed over time

Task 3

Each of the six statements below tell you what lessons were learned from the sinking of the Titanic from 1912 to the present day after an enquiry into the disaster in May 1912.

Write each of the statements under the correct heading in the table below.

1. All ships must carry enough lifeboats for the number of passengers on board.
2. Ship radios should be manned 24 hours a day.
3. Regular lifeboat drills should be held.
4. Speed should be reduced in ice, fog or any other areas of possible danger.
5. An international iceberg patrol was set up by the US Coastguard.
6. An International Convention for the Safety of Life at Sea in 1912–1915 said that the firing of red flares from a ship must be seen as a sign for help.

Changes in how distress flares were used

Changes in the design of large ocean liners

Changes in radio communication

Changes in safety regulations

Changes in the number of ice patrols to warn ships

Changes in use of red flares

Task 3

Present what you have found out about the sinking of the Titanic in one of the following ways. You may work in small groups/a class group/individual.

Make sure you mention the results of the sinking of Titanic on shipping and safety at sea.

A PowerPoint presentation

A photographic collage

A timeline

A wall display

An iMovie

A flyer

A pamphlet