

## Core Skills Analysis

### English

- Developed skills in narrative comprehension by following the story of Edward Dorking and understanding character development within a historical context.
- Gained insight into dialogue and script structure through exposure to live theatre, enhancing appreciation of language use and dramatic techniques.
- Improved critical thinking by interpreting thematic elements such as survival, class distinction, and personal identity as presented in the play.
- Engaged with descriptive and emotive language through the play's portrayal of Edward Dorking's experiences, enriching vocabulary and expressive understanding.

### History

- Learned about the social hierarchy aboard the Titanic, specifically focusing on the experiences of third-class passengers.
- Gained awareness of early 20th-century British social conditions and maritime history through the lens of a real historical event.
- Explored the personal story of Edward Dorking, linking individual narratives to broader historical events and humanizing history.
- Understood the impact of the Titanic disaster on different social classes and how survival stories contribute to the historical record.

### Theatre Trip

- Experienced live theatre as a means to convey historical narratives, observing the use of mood, setting, and costume to build authenticity.
- Observed techniques in acting and stagecraft that bring historical figures and events to life, enriching understanding of dramatic arts.
- Recognized the role of theatre in education by using drama to explore complex social themes such as class and identity.
- Enhanced cultural appreciation through engagement with local community theatre, supporting the connection between history and performing arts.

### Tips

To build on Aiyana's learning from the theatre visit, parents and teachers could encourage further exploration of both the Titanic disaster and theatrical storytelling techniques. This might include researching other passenger stories across different classes to deepen historical understanding, and participating in school drama workshops to practice acting and scriptwriting skills. Engaging in discussions or written reflections about social issues highlighted in the play can improve critical thinking and empathy. Additionally, visiting museums or viewing documentaries about maritime history, and analyzing play reviews or theatre production elements, can provide a rounded educational experience. Encouraging Aiyana to compare different narratives of the Titanic disaster through various media would broaden her perspective and enhance interdisciplinary connections.

### Book Recommendations

- [Titanic: Voices from the Disaster](#) by Deborah Hopkinson: A gripping account of the Titanic tragedy told through the eyewitness testimonies of survivors and crew members, suitable for

young readers.

- [The Titanic Detective Agency](#) by Kirsty Rutherford: A historical fiction novel featuring young detectives on board the Titanic, blending mystery and history for engaging learning.
- [Drama Workshop for Teens](#) by Joan Herrmann: A practical guide for young actors to develop acting skills, ideal for deepening appreciation and participation in theatre.

## Learning Standards

- English Language GCSE: Reading for meaning, understanding narrative structure and character (AQA English Language Paper 1).
- History GCSE: Understanding social hierarchies and key historical events in the early 20th century (Edexcel History Paper 2, Period Study).
- Drama GCSE: Appreciating live performance techniques and interpreting plays for social themes (OCR Drama Component 1).