

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	History of Transport	1	Spring 1	12+ hours

End of Key Stage objectives:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Recognise changes within living memory. • Recall events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. • Understand the lives of significant individuals in the past who have contributed to national and international achievements.
End of unit objectives.	<ul style="list-style-type: none"> • I can identify different modes of transport • I can sort transport according to time (past or present) • I can talk about the invention of key modes of transport • I can explain why inventors such as George Stephenson, Karl Benz and the Wright brothers are significant to the history of travel • I can explain how the evolution of travel has impacted on our lives

- I can talk about the future for travel

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hour	<p>What is transport?</p> <p>Key Vocabulary: Travel, Airplane, Car, Bus, Train, Destination</p>	<p>Introduce the new topic to children 'The History of Transport'. What is transport? How do we use transport? Can children name any types of transport? Can children sort transport according to where and how it travels?</p> <p>How do we travel to school? How would we travel to town? How would we travel to the seaside? How would we travel to another country? Why do we choose different types of transport?</p> <p>Children will identify the transport they would use for a range of different journeys giving reasons for why these are the best choice.</p>	Pictures of a different types of modern day transport
Lesson 2	1 hour	<p>How has transport changed over time?</p> <p>Key Vocabulary: Change, Impact,</p>	<p>Consolidate work on choosing the most appropriate way to travel.</p> <p>Have people always travelled? Have people always been able to get in their car and go to the seaside or go on an aeroplane to another country? Why?</p>	Pictures of a different types of transport past and present

		<p>Society, Travel, Accessible, Affordable</p>	<p>Travel has become something that we often take for granted in modern day society. Travel wasn't always as easy in the past with some modes of transport not invented and for those that were invented, they weren't accessible or affordable for everyone.</p> <p>Explore a range of pictures of transport past and present – what can children see? Which do they think are present day and which do they think are in the past? Why do they think this? What clues are in the pictures?</p> <p>Children will sort a range of pictures of transport according to when they were used – past or present.</p>	
Lesson 3	1 hour	<p>How has sea travel changed over time? Key Vocabulary: Explore, Travel, Necessity, Importance, Impact, Power</p>	<p>Why do people travel? Why did people travel in the past? Are the reasons the same or different?</p> <p>For those who wanted to travel to different countries in the past, boats were the only choice. Why couldn't people travel from Great Britain to another country in any other way than a boat? Boats were a necessity for those wanting to explore further afield, whether to trade, steal, learn about different people or battle.</p> <p>Show a selection of boats from different periods including more modern boats. Explain that in the past, ships were built out of wood</p>	<p>Pictures of boats to sequence chronologically</p>

			<p>and they would be powered by the wind – how would they be powered by the wind? What would this mean for the length of time it would take to travel? As time went on, iron began to replace the wood and steam power replaced wind power. How would these changes have improved travelling by boat? Steam power was generated by burning coal, just like in a steam engine. More modern ships were powered by diesel like many cars.</p> <p>Sequence the boats with the children according to their age – can children justify why they think some were older than others?</p> <p>Children will sequence pictures of boats chronologically, labelling or annotating with key features (wood, sails...)</p>	
Lesson 4/5	2x 1 hour	<p>How has the design of the bicycle improved over time?</p> <p>Key Vocabulary: Power, Machines, Inventions, Inventor, Modifications</p>	<p>We have explored how people may have travelled in boats. Now let's think about how people might travel on land.</p> <p>Using a real bike in the classroom – explore what children already know about the bicycle. How does it work? What makes the wheels go round? Do children have their own bike? Where might they go on a bike?</p> <p>Bicycles are human- powered machines that are used for travel and have been around for</p>	<p>A bike</p> <p>Pictures of bicycles to sort chronologically</p> <p>Mrs. Armitage on Wheels by Quentin Blake</p>

			<p>200 years. The word bicycle means ‘two wheels’ bi means two and cycle comes from circle.</p> <p>Share with children the different inventions of the bike from most historic to modern day – The Laufmaschine (known as the hobby horse), the Velocipede, the Penny Farthing, the Safety Bicycle, today’s mass produced racing and mountain bikes and the electric bike.</p> <p>Can children work as a group to sort the pictures of the bikes chronologically, talking about the improvements made to each one?</p> <p>Discuss how each version of the bike has made it more comfortable or more powerful or easier to ride. Could we invent a future version of the bike to make it even better?</p> <p>What adaptations would you make to your bike to make it even better? What could it have on it?</p> <p>Mrs. Armitage on Wheels is a lovely story to link to this.</p> <p>Children will invent their own bicycle of the future.</p>	
Lesson 6	1 hour	What did the first car look	Consolidate prior learning. Explain that we are going to learn more about another type of	Pictures of cars through the ages

		<p>like? How has the car changed through history?</p> <p>Key Vocabulary: Inventor, Power, Modern, Land transport,</p>	<p>land transport today. Show children a picture of a modern car. Do you have car? What is it like? How does it work? Does it run on petrol or diesel or electric? Are all cars the same shape and size? There are lots of different types of cars now and most families have cars to travel to work, school or to places daily. Have people always had cars to travel in? Do you think cars have always looked like this?</p> <p>Share images of how cars have changed over time: Cugnot's Steam Carriage, Benz Patent Motorwagen, Baker Electric Car, Ford Model T, Austin 7, Volkswagen Beetle, Mini, Toyota.</p> <p>Who would have travelled by car in the past?</p> <p>Children will have a picture of the first automotive Benz Patent Motorwagen and a modern day car. How are they different? Children to label or describe using comparative language. <i>The Motorwagen didn't have a roof but cars today do. Cars today have 4 wheels, the Motorwagen only had 3 wheels...</i></p>	<p>Picture of the Motorwagen and a modern day car to compare</p>
Lesson 7	1 hour	<p>Who was Karl Benz?</p> <p>Key Vocabulary:</p>	<p>Last lesson we learned about the invention of the petrol powered car. Show children a picture of the Motorwagen. What can they remember about it? How does it compare to the cars we have today?</p>	<p>Picture of Karl Benz</p>

		<p>Invention, Inventor, Transport, Power, Similarities, Differences</p>	<p>Show children a picture of Karl Benz. Who do you think he is? Imagine that you could ask him anything, what would you ask to find out more about him?</p> <p>Children could work in groups to think of questions that they would ask Karl Benz.</p> <p>Introduce him, explaining who he was, where he lived, a little bit about his background and how he became to invent the Motorwagen. Make a note of key facts that children can later use.</p> <p>Children will show their knowledge and understanding of Karl Benz as a significant person in history by writing a character description in the first person as Karl Benz. My name is Karl Benz and I invented the first petrol powered automobile...</p>	
Lesson 8	1 hour	<p>Who was George Stephenson?</p> <p>Key Vocabulary: Inventor, Invention, Change, Transport, Locomotive</p>	<p>We have explored boats, bicycles and cars so far. Explain that the next mode of transport that we will look at runs on tracks. What could it be?</p> <p>We are going to find out about trains and how they changed and been used over time.</p> <p>Meet George Stephenson. Give children some simple background information about Stephenson and explain that he invented the steam powered locomotive, following on</p>	Picture of George Stephenson

			<p>from the invention of the steam engine by Richard Trevithick over 200 years ago.</p> <p>Show children a selection of pictures of the first steam engines – encourage children to ask and answer questions about the pictures. What can they see? What did the trains look like? What would they have been used for? Trains existed before this, how would they have been powered?</p> <p>Children will create a poster about George Stephenson, they may choose to draw him in the centre of the page and label him with key facts about his life and invention of the steam powered locomotive. Give children key words to support them with this – ensure that children are able to talk about how Stephenson’s invention changed the life of people who lived 200 years ago and now.</p>	
Lesson 9	1 hour	<p>How do steam trains work?</p> <p>Key Vocabulary: Locomotive, Power, Significance, Impact, Change, Engine</p>	<p>Show children a picture of George Stephenson – who is he? Why is he a significant person?</p> <p>Ensure that children are able to talk about him as the inventor of the steam powered locomotive.</p> <p>How does a steam train work? Children have travelled on steam train in Reception Summer term. What was it like on a steam train? What</p>	<p>Lump of coal</p> <p>Video about how steam engines work (e.g. Smarty Moose — How in the World does a Steam Engine Work? Episode 1 - Locomotives - Trains for Kids - YouTube)</p> <p>Junk modelling/construction equipment</p>

			<p>could you hear/smell/see? What do steam trains need to run? How does it work?</p> <p>Show children a lump of coal (we have one of these in Reception!) Where does coal come from? How does it power a train? Use a video to show children how steam engines work (Smarty Moose – How in the World does a Steam Engine Work? Episode 1 - Locomotives - Trains for Kids - YouTube)</p> <p>Today’s task is practical, children will use a range of modelling equipment to create their own steam train, thinking about the shape and the parts needed. The focus of this task is not the design element but instead the link to history learning, to encourage discussion about how and why steam engines were used.</p>	
Lesson 10	1 hour	<p>How have trains changed over time?</p> <p>Key Vocabulary: Travel, Change, Improvement, Inventors, Inventions, Efficient</p>	<p>Children should now have a good knowledge of early trains, especially steam trains. Why aren’t steam trains used as often today? Draw on children’s prior knowledge of experiencing steam train travel in Reception - the smell (pollution), speed...</p> <p>Explain that, like the other modes of transport we have explored, trains have changed over time too. Look at different versions of the train – modern day train, tram (as children will have most experience of this</p>	<p>Pictures of different versions of the train</p> <p>Picture of a steam train and modern day electric train to compare</p>

			<p>living in Bilston), Underground train in London, Channel Tunnel.</p> <p>How have these inventions made travel easier? How are they more efficient than the steam train?</p> <p>Activity to name and describe the different versions of rail transport or comparison activity to compare a steam train to a modern day electric train, thinking about pros and cons.</p>	
Lesson 11	1 hour	<p>Who invented air travel?</p> <p>Key Vocabulary: Modern, Change, Impact, Travel, Invention, Pioneer</p>	<p>We have explored transport on water and land, what is another way to travel? If we wanted to go to another country, how might we travel? Why?</p> <p>Air travel wasn't always possible and until quite recently it wasn't something that was available to everybody.</p> <p>Introduce the Wright Brothers by sharing a video e.g. Biography of the Wright Brothers for Children: Orville and Wilbur Wright for Kids - FreeSchool - YouTube (you might need to dip in and out as it is quite a long video)</p> <p>Who are the Wright brothers?</p> <p>Wilbur and Orville Wright were brothers and American inventors who are now known as pioneers of aviation.</p>	<p>Video about the Wright brothers (e.g. Biography of the Wright Brothers for Children: Orville and Wilbur Wright for Kids - FreeSchool - YouTube)</p> <p>Instructions to make various flying models (lots available online)</p> <p>Equipment needed to make and adapt models</p>

		<p>Wilbur was born on April 16th, 1867, in Indiana, US. Orville was born a few years later in 1871. They grew up in Dayton, Ohio.</p> <p>Their father, Milton Wright, travelled as a preacher and often brought back toys for his children. One day in 1878, he brought back a small model helicopter. Based on a design by Alphonse Pénau, - a French aeronautical pioneer - it was made of bamboo, cork and paper and had a rubber band to power its blades.</p> <p>This helicopter model sparked the Wright brothers love for aeronautics and flying!</p> <p>When he was older, Orville said that he and his brother grew up in a home where 'there was always much encouragement to children to pursue intellectual interests; to investigate whatever aroused curiosity'. No doubt, this is what helped the Wright brothers to pursue their dream and goal of invention.</p> <p>The Wright brothers were inspired by a toy helicopter that was powered by an elastic band. This inspired their invention of the first aeroplane. It took many attempts to design and create a model that worked. Explain that we will be experimenting with making different models of air craft to see which flies the best. Each table will be given a different</p>	
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			<p>style of air craft model to make. Encourage children to adapt and improve their models (including using different types of materials) and test them. Focus is on understanding of how the invention of the aeroplane came from lots of ideas and failed attempts. Children should be able to articulate their knowledge of this and how the Wright brothers came to invent the first flying aircraft.</p>	
Lesson 12	1 hour	<p>Would you go to space?</p> <p>Key Vocabulary: Travel, Rocket, Power, Launch, Modern</p>	<p>The final mode of transport is one that very few people have ever experienced. Play the sound of a rocket (without a visual). Can children identify the sound?</p> <p>Explore the history of space travel. Explain that in 1969 (nearly 60 years ago) astronauts travelled in a rocket to the moon. This was the first time that anyone had ever landed on the moon. Watch the video together. What would it have been like? How do you think they felt? Why was this such a significant event in the history of transport?</p> <p>Space travel has only been experienced by very few people but there is talk that it could be made more available just as other modes of transport have been over time. How would you feel about going into space? If someone gave you the chance to go into space tomorrow, would you take it? Why?</p>	<p>Soundtrack of a rocket</p> <p>Video of the first moon landing 1969</p>

			<p>2 possible tasks (teacher to decide based on ability/interest of children):</p> <ol style="list-style-type: none">1. children could imagine that they were part of the first moon landing and write about their experiences. <i>Today I made history, I was one of the first people to ever travel to the moon. I saw... I felt... I could hear...</i>2. Children will be given a ticket to travel into space - write about how they'd feel about travelling into space – pros and cons of space travel.	
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