

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
History	History of Transport	1	Spring 1	7 Weeks
<p>What knowledge and skills children will have gained by the end of this unit?</p> <ul style="list-style-type: none">• understand changes within living memory• recognise similarities and differences between ways of life in different periods<ul style="list-style-type: none">understand that transport has changed over time and is still changing and developing. Begin to develop an understanding of the chronology of transport inventions• begin to have an idea of past, present and future especially in relation to transport• develop an awareness of the past and use appropriate vocabulary• understand some of the ways in which we can obtain information about the past• recognise significant historical events (invention of internal combustion engine, invention of space travel, first man in space, moon landings...• go on a trip to visit a museum or ride on historical form of transport• understand the different ways in which the past can be represented• contribute to the class timeline showing changes in transport within living memory• learn about events which were significant nationally or globally• know where people and events fit within a chronological framework				

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities (Possible computing opportunities)	Resources
Lesson 1	1.5 hour	Understand how boats have changed through time.	<p>Ask the children to think about what they know about transport. Can they name different types of transport. What kinds of transport do they use? How do they get to the shops/school/holidays?</p> <p>Explain that we are going to explore how different kinds of transport have been invented and developed over time.</p> <p>Horses were used as domesticated animals before Jesus was born.</p> <p>Show image of a Viking long boat – who do you think used these types of boats? Where might these boats go? Show an image of a cruise ship ask similar questions can children compare the similarities and differences. Why might the boats be different? How would people use these boats differently? Where might people travel to?</p> <p>Explore each of the ships: ancient ships, Galleys, Viking Long ship, sailing ships, Paddle Steamers, Steam ships and Ocean Liners, Cruise ships using images and labelling similarities and differences. Using the stem sentence 'I've got ...'</p>	<p>KS1 ships throughout history PowerPoint</p> <p>KS1 Ships Throughout History PowerPoint (teacher made) (twinkl.co.uk)</p> <p>Prepared statements for What am I? ...</p>

			<p>Independent activities: Which ship am I? Children read the simple statements e.g I have a sail. I have a head of a beast. I have oar holes. Children then add the correct picture to the statements. Extension children write additional information on a ship or write the statements for a ship.</p> <p>Extension: children could design a sail for a sail ship</p>	
Lesson 2	1 hour	Understand how bicycles have changed through time.	<p>We have explored how people may have travelled in boats. Now let's think about how people might travel on land.</p> <p>Introduce that bicycles are human- powered machines that are used for travel and have been around for 200 years. Inform the children that the word bicycle means 'two wheels' bi means two and cycle comes from circle. Do any of the children have a bicycle? Where might they travel on their bicycles?</p> <p>Show some images of different bicycles past and present children then work in groups table activity to order the bicycles in chronological order. Children should give reasons for the order. Use promoting questions: materials, design, colours, size, mechanisms, how many wheels?</p>	<p>Images of different bicycles enough for each table for ordering activity.</p> <p>Have a bicycle in class to explore mechanisms.</p> <p>Images of bicycles to label.</p>

			<p>Then share the order with the children focus on how materials and mechanisms have changed.</p> <p>Independent activity: provide the children with an image of a hobby horse, penny farthing and empty space for a bicycle of the future. Children can add information on how the bicycles move (mechanisms). Then children create a bicycle of the future.</p>	
Lesson 3	1 hour	Understand how cars have changed over time.	<p>Introduction: Do you have car? Can you tell me about your car name/colour etc? Do you think cars have always looked like this? Do you think cars have changed? What features would you see on your car?</p> <p>Share images of how cars have changed in the past: Cugnots Steam Carriage, Benz Patent Motorwagen, Baker Electric Car, Ford Model T, Austin 7, Volkswagen Beetle, Mini, Toyota.</p> <p>Now show children two images of old and new cars what similarities and differences can they identify.</p> <p>Independent activity: children to compare two different cars from different eras.</p>	<p>Images of cars</p> <p>Word bank for mechanisms</p>
Lesson 4	1 hour	Recognise the father of the railway.	<p>Ask the children how they might travel if they wanted to travel a long distance over land? Why might we use a different mode of transport?</p>	<p>KS1 CLM BlkC Transport S1 resource 2.pptx (live.com)</p>

			<p>Show the children an image of a train of today. How do they think the invention of the train has impacted on our lives today?</p> <p>Explain to the children that George Stephenson was an engineer who built the first locomotive. His famous invention was the 'Rocket' that he built with his son Robert.</p> <p>Talk about the trains through the ages and discuss the features of each one. Think about similarities and differences and discuss key facts about the different locomotives.</p> <p>Activity: Ask children to choose their favourite engine. Discuss what they know about it. They must then list the engines through the ages. Write the name of your favourite one and a key fact about it.</p>	
Lesson 5	1 hour	Recognise inventors of early flight.	<p>Ask children to think about how they might travel if they wanted to go overseas.</p> <p>Introduce the Wright Brothers share the video from Hamilton</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>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>Muffin Stories - The Wright Brothers, Orville and Wilbur - YouTube</p> <p>Design sheet for making a paper aeroplane</p> <p>Paper Airplane Craft Instructions (teacher made) - Twinkl</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 Pénaud, - 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>Discuss the information shared in the video using the questions create a quiz in smart.</p> <ol style="list-style-type: none"> 1. What did their father buy for them? 2. What shop did they set up and become famous for? 3. What did they want to be when they grew up? 4. Where did they fly their life-sized glider? 5. What was special about the aeroplane they built? 	
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			6. How did people react when they saw their aeroplane?	
Lesson 6	1 hour	WALT – Compare the past, present, future.	<p>What have we learnt so far about travel and transport? Which mode of transport would you like to travel in if you could go back in time?</p> <p>Ask the children to compare how they would travel now and in 1825.</p> <p>How might we travel in the future? Explore some different ideas. Use images from the PPT.</p> <p>Independent activity: complete the comparison of travel now and 1825. Children can then design a mode of transport for the future.</p>	Transport in the Past Fact Cards 5th/6th History - Twinkl
Lesson 7	1 hour	How have famous explorers used transport?	<p>Do you know any famous explorers? Have you ever heard of Columbus or Armstrong?</p> <p>Show the children images of the explorers and explain why they are famous.</p> <p>Show children the pictures of one of Columbus' ships and Armstrong's Apollo 11 on PPT slide 2. Get children in pairs to play a quick 'spot the difference' between Armstrong's and Columbus' vessels. Discuss their findings as a class.</p>	Hamilton PPT and resources

			<p>Recap that Columbus' journey took over 2 months. Can you imagine being on a ship in rough, unknown waters for that long?</p> <ul style="list-style-type: none"> · Show children the pictures of Columbus' ships (see PPT slides 3-5). Why didn't he fly or travel in a much faster ship? <p>Establish that Columbus set sail over 500 years ago so engines and other nautical advancements hadn't yet been invented. Up to the 19th century, ships were made from wood. It was only in the 1800s that iron and steel ships were introduced, and sails were replaced with steam engines.</p> <p>Look at the picture of Apollo 11 on PPT slide 6. This went up into space over 50 years ago. Was it the same kind of vessel as the ones Columbus' travelled in? What similarities and differences are there between these two types of vessels?</p> <ul style="list-style-type: none"> · Explain that both explorers faced dangers in their craft due to the design and materials of the vessel. We are going to find about some of these problems and have a go at sorting them <p>In small groups give children sets of the health and safety cards (resources and PPT slide 7). Children should work in their groups to identify whose craft (Columbus or Armstrong) the problems might be from. This could be</p>	
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			<p>carried out as a whole class activity, with an adult reading out the cards and the children moving to one side of the room for Armstrong and the other side for Columbus.</p> <p>Independent activity: children complete the group activity adding H&S cards to images of Colombus's ship or Armstrong's rocket</p> <p>Now, ask children to look at the images of transport from different eras and sort into very old (over 200 years ago), within living memory, and modern (21st century). These group headings could be written on three large sheets of paper.</p> <ul style="list-style-type: none"> · As they sort, encourage children to talk about what the vessels are made from and how this might have changed throughout the years. 	
Lesson 8	1 hour	To recognise the timeline of transport.	<p>Review the unit of transport, used a quiz in Smart note.</p> <p>Explain that we are going to create a timeline of transport. Have prepared large images of different kinds of transport. How could we order these into a timeline to show how transport has changed over time.</p> <p>As a class create a class timeline. Take photos of children with the timeline. Using the images children can add a caption to explain their</p>	Twinkle timeline of transport.

			understanding of how transport has changed over time.	
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