

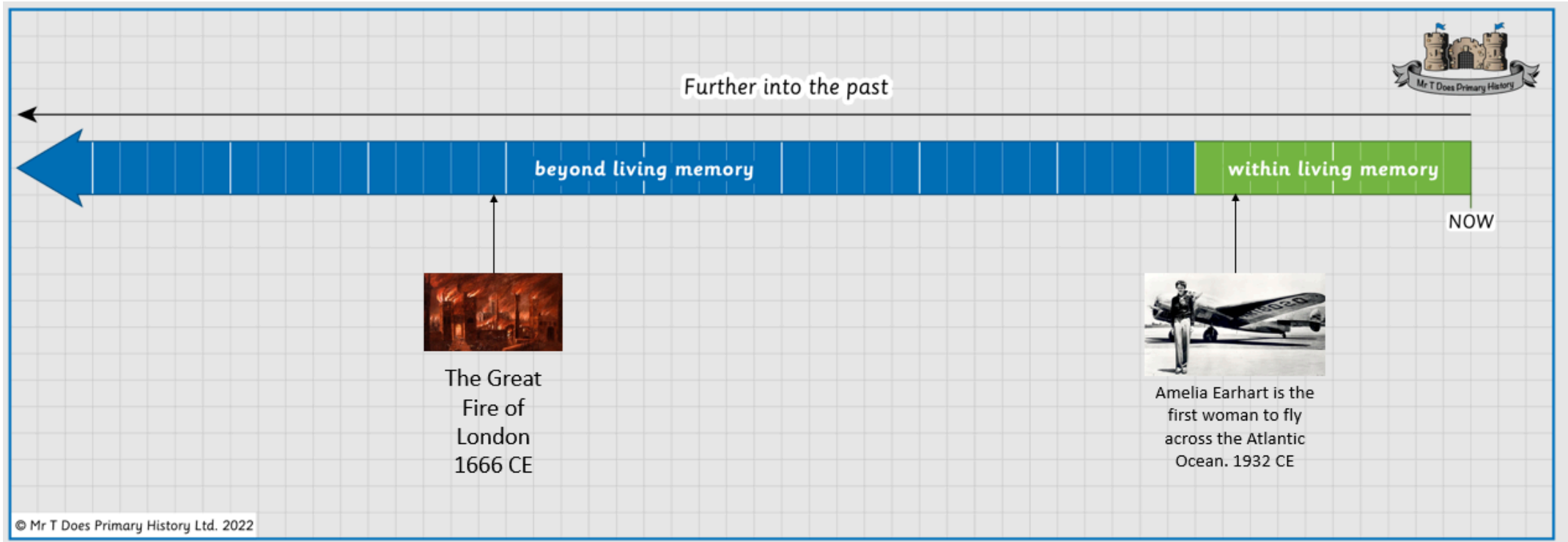


Context					
<b>Unit</b>	Travel and Transport				
<b>Assessment</b>	How has transport changed over time?				
<b>Key Knowledge</b> <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	The national curriculum states that in KS1 pupils should be taught about “events beyond living memory that are significant nationally or globally”. In this unit, children will explore how transport has changed over time, beginning with the development of the wheel and how it changed people’s lives. The unit then moves on to explore the invention of cars, the railway and flight and their impact on <b>society</b> - the substantive concept (big idea) that will be focused on in this unit. Children will learn about these developments in the context of a timeline, recognising that most developments in transport have occurred in the last 200 years or so, with only the wheel dating back to 3500 BCE. Introducing ‘significance’ is important: an event or person that led to important changes in an aspect of life either at the time or in the future. Children will learn about Amelia Earhart who was the first female pilot to fly across the Atlantic. Developments in transport have changed the way <b>society</b> operates making the world a much smaller place.				
<b>Skills</b> <i>What skills are taught in this unit?</i> <a href="#">Skills Progression</a>	<p><b>Continuity &amp; Change:</b> Compare our lives to people of the past</p> <p><b>Similarity &amp; Difference:</b> Find similarities and differences between periods of time and the modern day.</p> <p><b>Chronology:</b> Place events in chronological order</p> <p><b>Significance:</b> Recount events from the past which had an impact on national life</p> <p><b>Source Analysis:</b> Use photographs, artefacts and simple texts to make comparisons from the past to the present day</p> <p><b>Making Connections:</b> Make connections about changes over time to our own lives / national life</p> <p><b>Questioning:</b> Use questions to deepen understanding about the events of the past.</p>				
<b>Vocabulary</b> <i>To be displayed on the working wall</i>	Timeline Century Year	Wheel Carriage Engine	Engineer Vehicle Car	Railway Plane Transport	Transportation

## Unit Overview

Enquiry Question / Pearson lesson		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	How did the wheel begin to change lives?	To explain how wheels are used today and how they have changed lives since they were invented over 5500 years ago  To investigate how wheels have changed lives since they were invented over 5500 years ago	Continuity & Change Chronology Significance			
2	How much has changed?	I can compare early transport with modern versions  To explore modern transport and its early versions	Similarity & Difference Continuity & Change Questioning			
3	Did everyone welcome the railways?	To explain the reactions to the inventions of the train.  I can explore the impact of the railways in the 19th century.	Making Connections Chronology Significance			
4	Local History Study	To explain the impact Crossrail has had on our community  To explore the impact Crossrail has had on our community	Making Connections Significance		Development of the Elizabeth line	
5	How has the car developed and did everyone benefit?	To understand how the car developed overtime and the role of mass production.  To explore how the car developed overtime and the role of mass production.	Chronology Continuity & Change Significance			

6	How much has changed since the Wright Flyer?	To explain the significance of Amelia Earhart  To explore the significance of Amelia Earhart	Chronology Continuity & Change Significance	Female Pilot- Amelia Earhart		
7	How has transport changed over time?					



## Lesson 1

<b>Enquiry question</b>	How did the wheel begin to change lives?
<b>Learning Intention</b>	To investigate how wheels have changed lives since they were invented over 5500 years ago
<b>SOLO SC: Uni- Structural</b>	I can label different modes of transport
<b>SOLO SC: Multi- Structural</b>	I can select the most appropriate mode of transport for a given purpose
<b>SOLO SC: Relational</b>	I can explain how wheels are used today and how they changed lives since they were invented over 5500 years ago
<b>SOLO SC: Extended Abstract</b>	I can theorise about how life would be different if the wheel had not been invented
<p style="text-align: center;"><b>The lesson</b></p> <p>(How will children meet the LI?)</p>	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: Society and how it has changed over time. In this lesson, pupils reflect upon different forms of modern transport. They will identify how wheels are used today and investigate how they began to change lives 5,500 years ago. In the process, they will consolidate understanding of how historical timelines are constructed and begin to build a sense of the duration of historical time.</b></li> <li>- Introduce the topic and share the knowledge organiser with the class.</li> <li>- Ask the class how they all travelled to school today. You could make some unusual suggestions (rocket, sailing boat, hot air balloon, etc.) and discuss why pupils did not travel using these methods.</li> <li>- Hand out sets of <a href="#">transport cards (resource 1.1)</a> to small groups of pupils. To save time, you can cut up the resource for pupils before the lesson.</li> <li>- Explain that pupils should sort the cards into three or four categories, and that they can choose the categories themselves. You can make suggestions (has wheels, travels very quickly, has an engine, etc.) to prompt pupils. Explain that it is OK if some cards fit into more than one category.</li> <li>- Take the class outside, or into a hall, for a large-scale timeline activity. (Take a camera with you!)</li> </ul>

	<ul style="list-style-type: none"> <li>- Tell pupils they are going to be stepping back in time and line them up, facing you, with plenty of space behind them. Place a marker on the ground to show the present day.</li> <li>- Ask the class to take one small step backwards. Explain that one step represents 100 years. To give pupils a sense of how long this is, ask if their parents were alive 100 years ago (no). Repeat the question with grandparents and great grandparents (also no) and explain that 100 years ago is probably when their great, great grandparents were alive.</li> <li>- Continue taking steps backwards and place markers on the ground to highlight transport firsts, e.g.  20th century – first working aeroplanes, helicopters and spacecraft  19th century – first bicycles, steam trains, motorbikes and cars  18th century – first hot air balloons and parachutes  At year 0, mark the beginning of our calendar. Continue for another 31 steps and place a marker to show the oldest evidence we have of wheels being used for transport – 3500 BCE.</li> <li>- Ask pupils what they notice about the markers. (Most of them were in the first two steps, i.e. 200 years.)</li> <li>- Back inside, create a class mind map on flipchart paper sharing everything the children can think of that uses wheels. The teacher can help share ideas if they get stuck. Watch <a href="#">this video</a> for some more ideas.</li> <li>- Ask pupils how the invention of the wheel has changed lives (we can transport people and things further and faster). Ask how this might have changed people’s lives (building size, materials and location changed; people travelled further to meet new people, share ideas, buy/sell things, etc.).</li> <li>- Either independently or as a class (to display on the working wall) children write a response to the question ‘How has the wheel changed people’s lives?’ This links directly to our substantive concept of society and how it has changed over time.</li> </ul>			
<b>Key Vocabulary for the lesson</b>	Wheel Century	Carriage Aeroplane	Ferry Helicopter	Heavy load Trolley
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>		<a href="#">Digital Resource Lesson 1</a> <a href="#">Modes of Transport Cards (Resource 1.1)</a>	<a href="#">Wheel video</a>

## Lesson 2

<b>Enquiry question</b>	How much has changed?
<b>Learning Intention</b>	To explore modern transport and its early versions
<b>SOLO SC: Uni- Structural</b>	I can match images of early transport with modern versions
<b>SOLO SC: Multi- Structural</b>	I can sequence famous transport ‘firsts’ on a large-scale classroom timeline
<b>SOLO SC: Relational</b>	I can compare early transport with modern versions
<b>SOLO SC: Extended Abstract</b>	I can reflect on how transport has improved over time
<p style="text-align: center;"><b>The lesson</b> (How will children meet the LI?)</p>	<ul style="list-style-type: none"> <li>- <b>Concept: Society and changes which have occurred over time. In this lesson, pupils review the impact of the wheel as well as some key transport ‘firsts’, which are sequenced on a classroom timeline that will be added to throughout the unit. Pupils then explore the idea of change and continuity by contrasting these famous firsts with their modern equivalents.</b></li> <li>- Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.6) independently, but can check back in their Work booklets if they need to.</li> <li>- Use the Modes of Transport Cards from last lesson to play ‘In the box/Out of the box’. Select a criterion in advance, such as ‘has wheels’ or ‘powered by wind’, and explain that pupils will have to work out why some vehicles go in the box and others do not (what they have in common). Hold up each card in turn and ask ‘In the box or out of the box?’ The first time, pupils will just have to guess, but as you continue and respond with either ‘yes’ or ‘no’, pupils will work out your rule. Once they have figured out the rule, repeat the game with a new criterion. You could also invite pupils to come to the front to lead the activity with their own rule, or ask pupils to play in groups.</li> <li>- Ask pupils if they can name any transport ‘firsts’ from the timeline activity in Lesson 1, e.g. the first steam train, bicycle, motorcar, etc.</li> <li>- Explain that pupils should work in groups to sequence the <a href="#">transport timeline cards (resource 2.1)</a>. To save time, you can cut up the resource for pupils before the lesson. Confirm the correct sequence as a class with the slide. Invite pupils to fix the cards onto a large classroom timeline to display on the working wall.</li> <li>- Pupils complete task 1 in pairs (Pupil Booklet p.7)</li> <li>- Assign one of four forms of transport (trains, bicycles, cars or planes) to the groups, and give them the relevant <a href="#">fact file (resource 2.2)</a>. Explain that</li> </ul>

	<p>they should find and discuss similarities and differences between the transport firsts and their modern equivalent.</p> <ul style="list-style-type: none"> <li>- Pupils should complete task 2 independently. Model the task with the example fact file on the slide (motorbikes – they are still two-wheeled and made of similar materials, but new motorbikes are faster, easier to use and have better brakes).</li> <li>- If time, children could practise recording this information in a Venn Diagram. Or a collaborative Venn diagram could be created as a plenary to display on the working wall.</li> </ul>			
<b>Key Vocabulary for the lesson</b>	Steam passenger train Motor Car	Passenger Aircraft Steam Railway Locomotive	Supersonic Jet Compare	Similarities Differences
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>	<a href="#">Digital Resource Lesson 2</a> <a href="#">Timeline Cards (resource 2.1)</a>	<a href="#">Fact Files (Resource 2.2)</a>	

### Lesson 3

<b>Enquiry question</b>	Did everyone welcome the railways?
<b>Learning Intention</b>	I can explore the impact of the railways in the 19th century.
<b>SOLO SC: Uni- Structural</b>	I can match developments of the train with the dates they happened
<b>SOLO SC: Multi- Structural</b>	I can sequence the developments of the train on a timeline
<b>SOLO SC: Relational</b>	I can explain different reactions to the invention of the train in the 19th century.
<b>SOLO SC: Extended Abstract</b>	I can make connection between what happened in the 19th century and the development of Crossrail
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"> <li>- <b>Concept: Society and changes which have occurred over time. In this lesson, pupils look at some key events in the development of the train. They also explore different reactions in society to change.</b></li> <li>- Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.8) independently, but can check back in their Work booklets if they need to.</li> <li>- Use the information on slides 5-10 to share the story of the train, starting with the first steam-powered locomotive. (Explain to pupils that <i>locomotive</i> means ‘moving engine’ – an engine attached to wheels and powered by steam.)</li> <li>- Hand out sets of timeline cards (resource 3.1) to pairs. Explain that pupils should sequence the picture cards first. They can then match the extra information cards to each picture.</li> <li>- Pupils should complete task 1 independently (pupil booklet p.9). They can either write up the information in their own words, or stick the <a href="#">timeline cards (resource 3.1)</a> onto the timeline. To save time, you can cut up the resource before the lesson.</li> <li>- Ask pupils if they think the development of train travel has been positive or negative.</li> <li>- Explain that in the 19th century, many people did not want railways to be built. Show the examples of people’s concerns on the slide.</li> <li>- Discuss whether any of these people were right to worry. Point out that although many of the concerns were misguided, some of the</li> </ul>

	<p>fears about air pollution were correct.</p> <ul style="list-style-type: none"> <li>- Ask pupils to give pros and cons of railway lines and record on flipchart paper to display on the working wall (pros: links to other towns, affordable, faster transport of goods and people; cons: noisy, pollutes the air, puts carriage and canal drivers out of business).</li> <li>- Ask who might want a railway line (anyone transporting goods – factory owners, farmers – and people who travel out of town) and who might not (nature lovers, local business owners, carriage and canal boat drivers). Note pupils’ answers on the board.</li> <li>- Pupils should complete tasks 2 and 3 independently.</li> </ul>			
<b>Key Vocabulary for the lesson</b>	Train Steam railway locomotive	Inter-city steam train High-speed steam train	Diesel and electric trains High speed electric trains	High speed maglev Crossrail
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>	<a href="#">Digital Resource Lesson 3</a> <a href="#">Train timeline cards (resource 3.1)</a>		

## Lesson 4

<b>Enquiry question</b>	Local history study - significant events, people and places in their own locality
<b>Learning Intention</b>	To explore the impact Crossrail has had on our community
<b>SOLO SC: Uni- Structural</b>	I can list different transport methods available to people in our community
<b>SOLO SC: Multi- Structural</b>	I can describe how London has changed over time
<b>SOLO SC: Relational</b>	I can explain impact Crossrail has had on our community
<b>SOLO SC: Extended Abstract</b>	I can make connections between the development of crossrail and the development of London as a city
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"> <li>- <b>Concept: Society and changes which have occurred over time.</b></li> <li>- Ask the children if they have heard of ‘Crossrail’? What do they already know about it?</li> <li>- Watch <a href="#">this video</a> to show the stations the Elizabeth Line serves. Crossrail is the name of the construction project. The Elizabeth Line is the name given to the route.</li> <li>- Remind children of the concerns people expressed in the 19th century when the train was first introduced. What concerns do you think people of West Drayton may have had about the Crossrail project?</li> <li>- Watch <a href="#">this video</a> about the experience of a Transport for All member.</li> <li>- Ask the children what concerns people living in London and surrounding areas may have had about the project. (Mainly environmental concerns, pollution, destruction of housing / green space to make room.</li> <li>- There are a number of teachers who travel to school using the Elizabeth line. Before the lesson, ask these teachers to record a small interview discussing their experience of the Elizabeth line and the impact it’s had on their lives.</li> </ul>

	<ul style="list-style-type: none"> <li>- Ask: Why is it necessary to keep developing these transport links?</li> <li>- Use this video to look at how London has changed over time. The actual video is quite slow, the teacher may prefer to fast forward through the video, stopping at key points to show the expansion of the city and how large it has become.</li> </ul> <p><b>**Book a trip, including a workshop, to <a href="#">London Transport Museum</a>, children will be able to travel to the museum on the Elizabeth line (West Drayton to Tottenham Court Road)</b></p>			
<b>Key Vocabulary for the lesson</b>	Crossrail Elizabeth Line	London Transport	Economy Environment	Accessible
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>	<a href="#">Video - Crossrail route</a> <a href="#">Video - Experience of TFA member</a>	<a href="#">Crossrail timeline</a>	

## Lesson 5

<b>Enquiry question</b>	How has the car developed and did everyone benefit?
<b>Learning Intention</b>	To explore how the car developed overtime and the role of mass production.
<b>SOLO SC: Uni- Structural</b>	I can identify ways in which the car has changed overtime
<b>SOLO SC: Multi- Structural</b>	I can compare the features of different cars from history
<b>SOLO SC: Relational</b>	I can explain how cars, and car ownership, have changed over time
<b>SOLO SC: Extended Abstract</b>	I can reflect on how mass production decreases the cost of different products
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"> <li>- <b>Concept: Society and changes which have occurred over time. In this lesson, pupils focus on the motorcar, using different criteria to map its development over time. Pupils are also introduced to the fact that the impact of new technology is not immediate for everyone.</b></li> <li>- Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.11) independently, but can check back in their Work booklets if they need to.</li> <li>- Use the class timeline from lesson 2 to review the types of transport that had been invented in 1903.</li> <li>- Pupils complete task 1 (pupil booklet p.11) independently.</li> <li>- Tell pupils they will watch a video of the streets of London in 1903. Ask the class what they think they will see.</li> <li>- Show the <a href="#">BFI video 'Old London Street Scenes (1903)'</a>. Ask pupils if they are surprised to see so many horses and carriages, even though motor cars were available, and to discuss why this was the case (changes happen at different speeds for different people; cars were not widely available yet, and not everyone could afford them). This could be compared to Electric cars today - they exist but not everyone has one - why not?</li> <li>- Explain that car ownership increased dramatically after 1903. In 1900, only around 800 people owned cars in the UK, but this increased to over a million by 1930. This was mostly thanks to mass production.</li> </ul>

	<ul style="list-style-type: none"> <li>- Show a short video clip of the <a href="#">Ford Model T assembly line</a> on YouTube.</li> <li>- Note that before Ford developed the assembly line, it took 12 hours to assemble the parts of a Model T by hand. By 1914, mass production meant more cars could be assembled at once, and one new Model T was assembled every 24 seconds.</li> <li>- Ask pupils to think of reasons why the assembly line method was faster (more efficient as each person repeats one action, so does not need to pause or change tools, etc.) Compare with a <a href="#">video of a modern day factory</a>.</li> <li>- Hand out the <a href="#">car fact files (resource 4.1)</a> to pairs and ask pupils to suggest ways in which the car has developed, e.g. in terms of appearance/materials, speed, power, type of engine, manufacturing, safety features, etc.</li> <li>- Pupils should complete tasks 2 and 3 independently (Pupil Booklet, Page 12 - this could be printed as a worksheet)</li> <li>- Plenary: children to look at the most recent development of the car (electric), discuss reasons why new technology is not immediate for everyone.</li> </ul>			
<b>Key Vocabulary for the lesson</b>	Motor car Mass-produced	Miles per hour Petrol	Assembly Line Diesel	
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>	<a href="#">Digital Resource Lesson 4</a> <a href="#">Car Fact Files (resource 4.1)</a>	<a href="#">BFI video 'Old London Street Scenes (1903)'</a>	<a href="#">Ford Model T assembly line video of a modern day factory.</a>

## Lesson 6

<b>Enquiry question</b>	How much has changed since the Wright Flyer?
<b>Learning Intention</b>	To explore the significance of Amelia Earhart
<b>SOLO SC: Uni- Structural</b>	I can identify why Amelia Earhart is a significant figure from history
<b>SOLO SC: Multi- Structural</b>	I can sequence the development of air travel on a timeline
<b>SOLO SC: Relational</b>	I can explain the significance of Amelia Earhart
<b>SOLO SC: Extended Abstract</b>	I can reflect on why people today might find Amelia Earhart to be 'inspirational'
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"> <li>- <b>Concept: Society and changes which have occurred over time. In this lesson, pupils explore developments in flight from the Wright Flyer to the SpaceX Spacecraft and explore a significant figure from history: Amelia Earhart, the first female pilot to fly across the Atlantic Ocean (1932)</b></li> <li>- Pupils should complete the Quiz (slides 1–4 / Pupil booklet p.15) independently, but can check back in their Work booklets if they need to.</li> <li>- Refer to the class timeline and point out when the first powered aeroplane flight took place. Discuss whether pupils know about any flying 'firsts', such as the first flight to the moon (1969).</li> <li>- Show slide 6. Explain that the Wright Flyer was the first working aeroplane, built by Orville and Wilbur Wright (the Wright brothers) in America in 1903.</li> <li>- You can show the <a href="#">Adventure Academy video 'Great Inventors: The Wright Brothers'</a> for more context.</li> <li>- Show the timeline of powered flight on slide 5 and add the three new flight cards (resource 2.1, additional cards) to the class timeline. Go through slides 9–12 with pupils.</li> <li>- Explain that most people could not afford air travel until the 1970s, when bigger, cheaper planes were built. Also highlight the passenger spacecraft card. Explain that this type of transport is being developed now, and we do not know exactly when this will be a reality for ordinary people.</li> </ul>

	<ul style="list-style-type: none"> <li>- Show slide 7. Explain that Amelia Earhart (also American) was the first woman to be a passenger on a plane across the Atlantic Ocean (in 1928) and was the first woman pilot to fly across the Atlantic Ocean (in 1932). Watch <a href="#">this video</a>, or read '<a href="#">Little People Big Dreams: Amelia Earhart</a>' to the children.</li> <li>- Children to complete the Mindmap activity with everything they have learnt about Amelia Earhart, stick in books. Feedback as a class and share ideas, allow children to update their mind map with any information they missed. (Alternatively, you may wish to make this a collaborative task with big pieces of sugar paper and chunky pens!)</li> <li>- Children to complete activity 2 (pupil booklet p. 16) independently. Encourage pupils to come up with reasons for their answers, for example, 'She might have felt proud because no woman had ever flown across the Atlantic before'; 'She might have felt relieved as it was a dangerous thing to try'.</li> <li>- Amelia Earhart may be a good topic for a corridor display.</li> </ul>			
<b>Key Vocabulary for the lesson</b>	The Wright Brothers Flight	Amelia Earhart Significant	Inspirational Passenger spacecraft	Jumbo Jet Space Shuttle
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a> <a href="#">Timeline</a>	<a href="#">Digital Resource Lesson 5</a> <a href="#">Timeline Cards (resource 2.1)</a>	<a href="#">Amelia Earhart Video</a> <a href="#">The Wright Brothers Video</a>	Amelia Earhart Mindmap Little People Big Dreams Fact File

## Lesson 7

<b>Assessment Think! Question</b>	How has transport changed over time?			
<b>Tasks</b>	<ul style="list-style-type: none"> <li>- <b>Concept: Society and changes which have occurred over time.</b> In this final lesson, pupils demonstrate their understanding of changes in travel and transport over time and the impact that these changes had on people's lives.</li> <li>- Remove some cards from the classroom timeline. Nominate pupils to put the removed cards back into the correct century on the timeline.</li> <li>- Give each pair of pupils a timeline card (resource 2.1) and ask the class to organise themselves into a sequence to create a human timeline.</li> <li>- Pupils then tell the story of how transport has developed over time, continuing the story from one person to the next. Ask pupils questions about their cards (e.g. When was it invented? When did ordinary people start using this type of transport? How did it change people's lives?) and encourage pupils to add to each other's answers. You might encourage pupils to use the phrases (slide 6) to structure their part of the story.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Point to the classroom timeline and ask pupils which was the most important invention for ordinary people. Pupils work individually to select one milestone from the timeline and justify their choice.</li> <li>- Pupils should complete <a href="#">Think! Question</a>: individually (Task 1 pupil booklet p.19 for scaffold). Encourage pupils to use the key words and phrases in the pupil booklet. You could also refer pupils to the sentence stems (slide 7), if they need more help structuring their answers.</li> <li>- <b>Stretch:</b> Ask pupils to imagine a world with no modern vehicles. Ask how their lives would be different and what would be worse or better (probe for both positive and negative consequences of developments in transport, e.g. congestion, pollution, accidents, etc.).</li> </ul>			
<b>Key Vocabulary for the</b>	Aeroplane	Electric car/train	Maglev	Steam Engine
				19th, 20th, 21st Century

<b>lesson</b>	Carriage	Jumbo Jet	Motor car	Rocket	Invention
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (Answers)</a>	<a href="#">Think! Question</a>			