Trains, Planes and Automobiles

Main Subject Focus	Intent: Why?	Links to prior and wider learning
History	This unit looks at developments of travel throughout	Builds upon earlier work focusing upon key
	history. Children develop an understanding and	events and people in history. Link to further
Key Concepts Taught	appreciation of how these developments have impacted	study of space travel.
Similarities and Differences	upon our society today.	Voyagers, Read All about It! Castles, Crowns and Coronations, Out of this World

Knowledge

Pupils will learn about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Neil Armstrong]

By the end of this unit, pupils will learn:

- Changes in transport throughout history.
- Comparison to transport now.
- Moon landings Neil Armstrong
- First flight The Wright Brothers
- Trains Stephenson's Rocket

Year 1	Year 2
Sequence some events or 2 related objects in order	Recount changes in own life over time
 Uses words and phrases: old, new, young, days, months 	 Puts 3 people, events or objects in order using a given scale.
 Remembers parts of stories and memories about the past 	 Uses words and phrases such as recently, before, after, now, later.
	 Uses past and present when telling others about an event.
• Tell the difference between past and present in own and other people's lives	 Uses information to describe the past.
	 Uses information to describe differences between then and now.
	 Recounts main events from a significant in history.
	• Uses evidence to explain reasons why people in past acted as they did.
• Begins to identify and recount some details from the past from sources (e.g.	 Looks at books and pictures (and eye-witness accounts, photos, artefacts,
pictures, stories)	buildings and visits, internet).
	 Understands why some people in the past did things.
 Finds answers to simple questions about the past from sources of 	 Looks carefully at pictures or objects to find information about the past.
information (e.g. pictures, stories)	 Asks and answers questions such as: 'what was it like for a?', 'what
	happened in the past?', 'how long ago didhappen?',
 Shows knowledge and understanding about the past in different ways (e.g. 	 Describes objects, people and events.
role play, drawing, writing, talking).	Writes own date of birth.
	 Writes simple stories and recounts about the past.
	• Draws labelled diagrams and writes about them to tell others about people,
	events and objects from the past.

Wider curriculum links:

DT- design and make vehicles

Science- Investigations- materials, forces, paper planes

Key Texts:

A Journey through transport (Chris Oxlade), Amelia Earhart – Little People Big Dreams (Isabel Sanchez Vegara), My First Book of Transport (Charlotte Guillain), The Wright Brothers' First Flight: A Fly on the Wall History (Thomas Kingsley Troupe), Stephen Biesty's Flying Machines (Ian Graham), The Great Balloon Hullabaloo (Peter Bently), Trailblazers: Neil Armstrong (Alex Woolf & Nina Jones)

Key Vocabulary/ Etymology

Transportation, transformation, invention, creativity, vision, flight, glide, propel, develop, possibilities, travel, atmosphere, fuel, power, modern

Wow moment

Newark Air Museum, Holbeach St John's air field trip, Science day with rocket build and launch.

School Values- Sow Seeds (foster pride in all that we do) - Celebrating the successes of advances in transportation and the historical achievements associated with this

British Values- Mutual respect and Tolerance- working together, understanding and respecting the views of others, awareness that advances in transportation have increased diversity