



May we give them roots to grow and wings to fly.



Our Curriculum – Medium-Term Planning

Term and Year:	Summer 2
Class:	Year 2
Subject:	History
Key Unit Question:	Who was the most significant pioneer of transport?
Key Themes:	Exploration and Invention
Memorable Experience:	Locomotion

Vocabulary that will be taught:

Travel – moving from one place to another

Transport – carrying people or goods from one place to another

Flight – an act of passing through air or space by flying

Rail transport – a means of transport that transfers passengers or goods on wheeled vehicles running on rails or tracks

Vehicles – a means of transporting people or goods especially on land such as a car, lorry or cart

Motor – a motor turns energy to movement

Journey – when you travel to one place to another especially over a long distance

Pioneer – a person who is among the first to explore or develop a new area of knowledge

National Curriculum Objectives:

- changes within living memory – transport

Rationale:

In this unit, children will explore the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.

Prior Knowledge:

Children will have experienced some different forms of transport in their early lives. Children will have discussed different transport options during their time in EYFS in Understand the World.

The topic can also be linked back to the Spring history topic when children explored boat travel and the aeroplane support that the Seaham Lifeboat disaster received.

This will help to support children learning throughout school when they begin to learn about travel, trade and invasion in KS2.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know that travel and transport has changed throughout history
- I know some of the significant people involved in the development of types of transport
- I know travel and transport has a significant impact on society

Disciplinary knowledge:

- I can sequence events accurately on a timeline
- I can identify differences between different time periods
- I can discuss reliability of photos/accounts/stories



Key lesson questions		Activities/Key points
Lesson 1	How do different people travel? - I can find out about different ways in which people travel - I can place different types of transport correctly in order onto a timeline - I can talk about how the way we travel now is different to the past	Ask children to think, using talk partners, how they travel to a) school; b) the shops; c) to see family, etc. How have you travelled on holiday? Share some of your own travelling stories, photos, and talk about how you got there. How would people travel to different countries in the past? What would they use? Scribe children's ideas about what they think travel looked like in the past. Consider old and new forms of transport and discuss the ways in which they would work. Sort the pictures of different types of transport onto a timeline in chronological order. HA Extension – children to write reasons why they think certain types of transport will have been used/invented before others. Watch: https://www.youtube.com/watch?v=-4pSUBntiAs
Lesson 2	How has train travel changed? - I can find out about how train have changed since they were invented - I can recall key facts about Stephenson's development of the steam train - I can explain how trains changed people's lives in the 19th century.	Explore the earliest railways and the development of the steam engine by Thomas Savery and James Watt. Children read information about Early Steam Locomotives and try to put them into chronological order of invention. Explore the first passenger carrying railway line - The Stockton to Darlington railway line – focus on the Local link to George Stephenson Explore and discuss: What difference did trains make? How did trains change people's lives. What differences are there between these types of transport? Ask children to discuss the differences between the horse pulling coal in wagons and the locomotion no. 1. Emphasise the point that, before steam trains were invented, people had never travelled at such speed before. How Did People Feel About the Development of Trains? Use the quotations on the for children to decide which ones are in favour and against the railways – explore different sources
Lesson 3	How has car travel changed? - I can find out about how cars have changed since they were invented - I can recall key facts about the first car - I can compare cars from the past and present day	Use the timeline to explain that the 18th century marks the years 1700 – 1799, 19th century is 1800 – 1899, and so on. Ask the children to discuss in pairs where they think on the timeline the car was invented. Then, show that this occurred in 1885 Explore pictures of different types of cars and consider where they might be places on a timeline. Look at the Benz Motorwagon (1885) Mercedes-Benz W187 (1951) and the Mercedes-Benz E-Class (2023) consider the similarities and differences between the cars. Local Link: Nissan Motor Manufacturing (Sunderland) In July 2021, Nissan announced plans to create 400 jobs at the Sunderland factory site to build a new electric vehicle and models



Lesson 4	How has flight travel changed? • I can order the events of flight history on a timeline • I can recall key facts about the Wright brothers • I can compare the Wright flyer and modern aeroplanes	Introduce the concept that people have always wanted to fly (the Greek story of Icarus could be briefly told here). Use the link to 'Man's Early Flight Attempts' (https://www.youtube.com/watch?v=gN-ZktmjlFE) to play a brief video clip that shows other (sometimes comical) ways in which people have tried - and failed - to fly. The Hot Air Balloon: Introduce story of the Montgolfier brothers and their invention of the hot air balloon in 1783. Read through information about the Wright Brothers or, if accessible, show the video The Wright Brothers, Orville and Wilbur (Muffin Stories- https://www.youtube.com/watch?v=fZyZxDWjkZ0) which is approximately 7 minutes long. Children to record the events of flight history on a simple timeline. Ask children what early planes were like, how they flew and then discuss the similarities and differences between the Wright flyers and modern planes.
Lesson 5	How has space travel changed? • I can place key events in the history of space travel on a timeline. • I can recall events of the 1969 moon landing • I can choose two astronauts to compare – focusing on the differences between space travel	Children to understand the significance of space travel in recent history and begin to recognise a chronology covering the following significant events: - 1947 - First animals sent to space. They were fruit flies sent on some corn. - 1949 The first monkey is sent to space. - 1955 The Space Race begins between Russia and America - 1957 The first animal goes around the Earth in space. It is a dog named Lalika. - 1961 First man in space - 1963 First woman in space - 1969 Moon Landing. Neil Armstrong and Buzz Aldrin become the first people to walk on the moon. - 1991 Helen Sharman becomes the first British astronaut in space. - 2001 First space tourist - 2015 Scientists find evidence of water on Mars - 2015 Tim Peake became the first British astronaut to visit the International Space Station. Consider the following Local Links: - Helen Sharman – Britain's first astronaut - Michael Foale – First British spacewalker - Nicholas Patrick – born in North Yorkshire (Saltburn) - Tim Peake – First Briton to join the crew of the ISS - Rosemary Coogan – studied at Durham University – selected by the European Astronaut Corps to join the European Space Agency Astronaut Group in 2022
Lesson 6	Who was the most significant pioneer of transport? End of Unit Assessment / Knowledge Harvest	