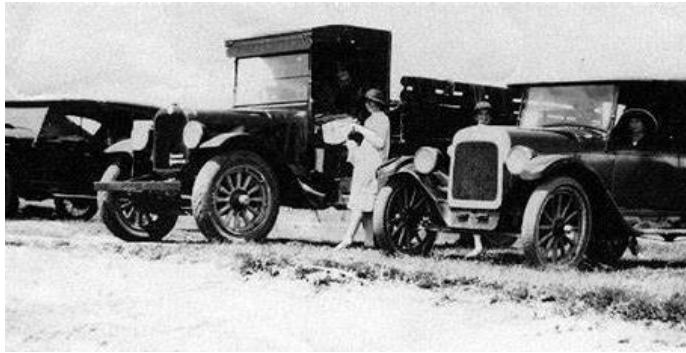


KS1: Travel and Transport



Substantive concept: **Social and Cultural**

Enquiry Drivers:
How has transport changed over time?

Essential Learning:

By the end of this topic, you will have learned:

- Name and describe different types of transport.
- Begin to understand transport was different when their parents and grandparents were little.
- Understand that transport: cars, buses, trains have changed over time.
- To consider how the development of transport has changed travel

Chronology

Fit people and events into a chronological framework.

Continuity and Change

Identify examples of growth and change over time.

Cause and Consequence

Recognise why actions and events happened.

Historical Vocabulary

Understand and use language related to the measurement of time.

Perspectives and Interpretations

Identify different ways in which the past is represented.

Similarities and Differences

Know about similarities and differences between societies, including beliefs.

Prior Learning:

Children will have learnt about explorers and how they travelled. They will have looked at changes in the local area over time. Children will know about the transport links in Carnforth – train station, canal etc. Year A Seaside history and train travel. Chronological vocabulary will have been used in previous units.

Curriculum Enrichment: (suggestions)

Visit from a vintage car
Visit to or from the bicycle museum in Carnforth
Visit to the local train station

Outdoor learning: Can I Do It Outside? Visit to Cinderbarrow; investigate ride-on toys (Science)

Key vocabulary: Date, Earlier, Later, Present, Past, Similar, Different, Compare, Influence, Change, Develop, Evidence

Unit Focus: History

NC:

- Understand changes within living memory.
- Recognise similarities and differences between ways of life in different periods.
- Understand some ways we find out about the past.

Children should:

- Children name and describe different types of transport
- Begin to understand how transport has changed since their parents, grandparents and great-grandparents were little.
- Find out about how cars have changed since they were invented.
- Find out about George Stephenson's life and inventions and understand how trains changed people's lives in the 19th century.
- Find out about the different ways that humans have tried to fly throughout history and the Wright brothers and the invention of the aeroplane.

Key Questions

What are the different forms of transport – Air? Land? Sea? How has transport changed? How did transport change people's lives? When were different forms of transport invented? How do we know about the changes in transport?

Sources and Evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of historical paintings and drawings, diaries, maps, photographs, digital resources and other materials.

Resources

[Carl Benz, inventor of the car](#) from Wikipedia

Science	Geography
<p><u>Animals</u> (Animals found in Arctic and Antarctic)</p> <p><u>NC:</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>https://www.bbc.co.uk/bitesize/topics/z6882hv Animals, including humans (Y1) PLAN (planassessment.com) https://www.tes.com/teaching-resource/animals-including-humans-year-1-11681775 https://www.twinkl.co.uk/resources/planit-science-primary-teaching-resources/planit-science-primary-teaching-resources-y1/planit-science-primary-teaching-resources-y1-animals-including-humans</p> <p>Download this from Shared Drive for your unit</p>	<div data-bbox="1151 280 2130 427" style="background-color: #cccccc; height: 92px;"></div> <div data-bbox="1151 427 2130 512" style="background-color: #00bfff; text-align: center; padding: 5px;">Art</div> <div data-bbox="1151 512 2130 1018"> <p>Continuous Provision/Independent task Printing</p> <p>Using toy car wheels</p> </div>
DT	Music
<p>National curriculum:</p> <p>Design:</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks 	<p>National Curriculum:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Using BBC Teach resources: KS1 Primary school music lesson plans: Classroom resources - BBC Teach KS1 Hands in the Air Lesson 1.pdf (bbci.co.uk)</p>

<ul style="list-style-type: none"> • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms - wheels and axles, in their products. <p>Design a vehicle: Investigate wheeled toys and ride-ons Using lego to create prototypes Build own vehicles with wheels KS1 Wheels and Axles PowerPoint (teacher made) - Twinkl KS1 Build a Car STEM Activity - Design a Vehicle Resource (twinkl.co.uk)</p>	<p>KS1 Hands in the Air lesson 2.pdf (bbci.co.uk)</p> <p>KS1 Hands in the Air lesson 3.pdf (bbci.co.uk)</p>
Computing/ICT	PSHE
<p>Online bullying – Project Evolve Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation. Click on the following link for full list of objectives and lesson resources:- Search and Access Resources ▶ Strand ▶ Online Bullying ProjectEVOLVE</p> <p>Programming toys/beebots: Children should be able to::</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • create and debug simple programs. • use logical reasoning to predict the behaviour of simple programs. <p>Using Beebots resources:- Computing: Programming Toys Year 1 Planning Overview (twinkl.co.uk)</p>	<p><u>Me and My Body – 6 lessons</u> <u>Value – Self-Belief</u> Science Link (Y2) <i>Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene; (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans; Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things; Notice that animals, including humans, have offspring which grow into adults.</i> Design and Technology, Food (KS1) <i>Use the basic principles of a healthy and varied diet to prepare dishes.</i></p> <p>Harold learns to ride his bike (Y1) (Non-Statutory) LO: Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p>

	<p>Eat well (Y1) LO: Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>I can eat a rainbow (Y1) LO: Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Fun or not? (Y2) LO: recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>My day (Y2) LO: Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>My body, your body (Y2) LO: Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.</p>
<p>Cross-curricular Maths:</p>	<p>R.E.</p>
<p>Statistics: Transport - How do we travel to school?</p>	<p>Islam Why do Muslims believe it is important to obey God?</p>

- Interpret simple tables, block graphs, pictograms and answer questions.
- Use tally charts

(Sum 2 Wk 3)

Coverage:

- Submission and gratitude
- Prayer

English

Grammar: formal language, simple punctuation, conjunctions

Writing task 1: Non-chronological report about Amelia Earhart

Reading: Talk about writing some information about a famous person – what would interest the reader? Look at some information about the Wright brothers (teacher prepared); how is it presented? What are the headings? Is it all text or are there pictures and photos?

Gathering Content: [KS2: Amelia Earhart - BBC Teach](#)

Read Amelia Earhart: Little People, Big Dreams

Generate questions that the children want to answer. List key vocabulary required, technical vocabulary. Practise sentence openers and starters.

Gather key information and add to working wall as prompts/scaffold.

Writing: Using differentiated scaffold/writing frames model writing a non-chronological report about the Wright Brothers – introduction, key paragraphs etc., editing and improving. Write a non-chronological report about Amelia Earhart.

Cross-curricular/Independent write: Diary of Amelia Earhart

Writing task 2: Oi! Get off our train

Reading phase: Introduce the book. Draw children's attention to the front cover. What can they see on the cover? Reinforce the terms 'cover, and 'title'. Introduce the words author and illustrator. Talk about the book being a 'fiction book'. Look at the picture on the front cover. What might the book be about? How might the story end? Refer to the action in the pictures to reinforce understanding. Ask children questions about what is happening in the pictures, as you go along. Role play asking the animals about their habitats

Gathering content: Find out about the different animals that get on the train and why they are endangered. Consider some other animals that are endangered. Write some short facts about these animals.

Writing: Write an extra scene/animal that will ask to join the train explaining why they need to be on the train and following the pattern of the text.

Global Links:

Where did Amelia Earhart fly?

Local links:

Porsche garage

Railway station