



No Limits
To Learning!

Topic Title: **Wheels and Wings**

Year Group: 2

Academic Year: 2022-2023

KS1 History Intent:

To understand how and why transport has changed over time and to draw on the similarities and differences.

<p>Prior Historical Learning/Linked Topics: The children have developed an awareness of the past and some significant events.</p>	<p>Literacy Links (including texts/media used): Mrs Armitage on Wheels Emma Janes aeroplanes The hundred decker bus Amelia Earhart – Little People, big dreams</p>	<p>Maths Links: Measuring</p>
<p>Historical Knowledge</p>		
<p>Significant Events</p>	<p>Lives of significant individuals</p>	
<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally - the first aeroplane flight, the first car, the first passenger train 	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Focus on Amelia Earhart, George Stevenson, Wright Brothers, Olympians – Laura Trott, Usain Bolt 	
<p>Historical Skills</p>		



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<p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Look at and use books and pictures, photographs, • Use the internet to find out about the past. 	<p>Organisation and communication</p> <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
<p>Chronological understanding</p> <ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. 	<p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> • Use information to describe the past. • Describe the differences between then and now. • Recount the main events from a significant event in history.
<p>Historical enquiry</p> <ul style="list-style-type: none"> • Ask questions about the past. • Use a wide range of information to answer questions. 	<p>Key Questions What is transport? Have we always had motorcars? What were cars like in the past? How have they changed? What were the first trains like? What did the first bike look like?</p>

Content:

- **To have an awareness/understand of a timeline.**
 Children to develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. Children to understand/recap what is a timeline? Children to make a timeline of their own life. Talk about how they have changed overtime. Talk about how things have changed over time. What changes have occurred over their life time. How is it different



to teachers' timeline, Grandparents' timelines, Great Grandparents'? What changes do they think they have seen overtime? Focus on Transport-Children to put the different modes of transport in to a timeline.

- **How has transport evolved? What were cars like in the past?**

Children to discuss how travel and transport was different in the past. Children to research and find out about cars in the past – Have cars be around for ever? Children to find out about when they were first invented/ how cars have changed/ Why have cars changed? Children to make a timeline to show the changes.

- **How have bicycles changed over the years?**

Children to research and find out about bicycles in the past – what are their bikes like? Have they always looked like that? Research when bikes were invented/ how have they changed over time? Look at Laura Trott – Olympian (present day)

- **Who was Amelia Earhart and the Wright Brothers?**

Children to develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Learning about the history of flight and the Wright brothers' development of the aeroplane. When were aeroplanes invented/ What did the early aeroplanes look like/ Find out about Amelia Earhart – Who was she? Why was she important?/ Chn to write a recount of her life.

- **Why was George Stephenson important?**

Children to develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. In the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century. Children to find out about George Stevenson, who was he? What did he do?

- **What will future transport look like?**

Children to develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past and will continue to develop in the future in comparison with present day. Transport in the future – what do you think transport will like in the future? – eg electric cars. Children to design a mode of transport from the future and annotate their drawing.



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Key Vocabulary:

Timeline, past, years, before, after, previous, Travel, transport, car, bus, aeroplane, bicycle, penny farthing, omnibus, sedan chair, horses and cart, engine, steam train. Car, steam, electric, petrol, engine, 18th century, 19th century, 20th century, 21st century, various decades (1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s).

George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, track, railway, Industrial Revolution.

Flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle.

Magnetic levitation (maglev) trains, driverless cars, space tourism, supersonic

Stunning Start/Marvellous Middle/Fabulous Finish:

OAA/Trips/Visits/Visitors: