



No Limits
To Learning!

Topic Title: **Wheels and Wings**

Year Group: 2

Academic Year: 2020-2021

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, pictures, photographs and 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"> • Identify different ways in which the past is represented. • 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>
<p>Content:</p> <ul style="list-style-type: none"> • To have an awareness/understand of a timeline. • How has transport evolved? What were cars like in the past? 	



- **How have bicycles changed over the years?**
- **Who was Amelia Earhart and the Wright Brothers?**
- **Why was George Stephenson important?**
- **What will future transport look like?**

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

OAA/Trips/Visits/Visitors:
Pilot visit?