



<b>Year Group</b>	2	<b>Term</b>	Summer 1	<b>Subject</b>	History	<b>Topic</b>	<b>Travel and Transport - On the move!</b>
						<b>Key Question</b>	<b>Main KQ: How has transport changed over the years?</b>
<b>Prior Learning and other Curriculum Links</b>	Year 1 - Toys then (in the past) and now.				<b>Target Tracker statements (Skills)</b>	<u>Historical Interpretations</u> <ul style="list-style-type: none"> <li>Describe changes within living memory and aspects of change in national life</li> <li>Describe significant historical events, people and places in his/her own locality</li> </ul> <u>Organisation and communication</u> <ul style="list-style-type: none"> <li>Record what he/she has found out about the past.</li> <li>Record what he/she has learned by drawing and writing</li> </ul>	
<b>Fundamentals</b>	<ul style="list-style-type: none"> <li>Show they have an awareness of the past by using words about the passing of time.</li> <li>Be able to say where events happen on a timeline and spot similarities and differences between ways of life in different time periods</li> <li>Uses stories and sources to show they understand events and realise that they use these to find out about the ways of the past</li> <li>Talk and record about changes in national life and events beyond living memory using historical vocabulary</li> </ul>				<b>Key Facts/Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>People in the past travelled in many different ways to explore, trade, steal and to find out about different people.</li> <li>Viking Longships travelled great distances with scary figureheads, stripy sails and carvings.</li> <li>Cars have changed since Karl Benz built the Benz Patent-Motowagon in 1885. They now have keys, windscreen wipers, rooves and radios.</li> <li>George Stephenson was known as the 'Father of the Railways'. His locomotive was the first to carry passengers.</li> <li>The Wright Brothers successfully built a plane just by looking at a bird's curved wings.</li> </ul>	

<p><b>Our Curriculum Journey</b></p>	<p><b>Stunning Start:</b> At the start of this topic, children will work in trios and look at different modes of transport and use key facts to order these into a timeline. This timeline will be a starting point, showing all the modes of transport the children will be learning about. The children will use I pads to investigate these further.</p> <p><b>Journey:</b> Throughout the topic, children will be put into small groups where they will be assigned a mode of transport to talk about and film for their museum tour. Children will use props such as; pictures, key words and portraits as well as, springs, numberplates and keys to help share their sticky knowledge. During these lessons, children will be exposed to a range of oracy activities e.g. fed-in facts, odd one out and summary bullseyes.</p> <p><b>Show stopper:</b> By the end of the unit the children will have a full museum tour, showcasing the different modes of travel and transport through history. The children will print barcodes and share this with Year 1 and other year groups to retrieve feedback. When the children watch their museum tour, they will be prompted to appraise their oracy skills as aswell as their peers, against the oracy framework.</p>		
<p><b>Key Vocabulary (revisited)</b></p>	<ul style="list-style-type: none"> <li>• Past</li> <li>• Nurse</li> <li>• Then</li> <li>• Now</li> <li>• Differences</li> </ul>	<p><b>Key Vocabulary (new)</b></p>	<ul style="list-style-type: none"> <li>• Travel</li> <li>• Transport</li> <li>• Steam engine</li> <li>• Car</li> <li>• House and cart</li> <li>• Penny-farthing</li> <li>• Wright Brothers</li> <li>• George Stephenson</li> </ul>