



Long Term and Medium-Term Planning History Focus With Art and DT As Secondary Subjects



Term and Year: Summer Term 1 2019	Topic: George Stephenson
Teacher: Miss Defty	Key question(s):

Subject	National Curriculum Objectives	'I can...' Statement(s)		Activities
History	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally. - Significant historical events, people and places in their own locality. - The lives of significant individuals in the past who have contributed to national and international achievements. - An understanding of some of the ways in which we find out about the past and 	Lesson 1	<p>Lesson 1</p> <ul style="list-style-type: none"> • I can find out the different ways in which travel and transport has changed from past to present. • I can place different types of transport correctly in order onto a timeline. • I can tell you ways people travelled before cars were invented. 	<p>Lesson 1 – Transport</p> <ul style="list-style-type: none"> - Ask children to think about how they travel to a) school; b) the shops; c) to see family, etc. Discuss the definitions of travel and transport. - Have cars/aeroplanes/buses/trains always existed? How would people travel to different countries in the past? What would they use? - How do these modes of transport work? Show the slides of old and new forms of transport and discuss the ways in which they would work (e.g. pedalling, animal power, wind power, steam, etc.) - How Has Travel and Transport Changed? Show the timeline and explain the passing of time from left to right, meaning from the old to new. Children to sort the pictures of different types of transport and place them onto their own timeline into chronological order? - Children share their timelines, giving their reasons why they think certain types of transport will have been used/invented before or after others.

	<p>identify different ways in which it is represented.</p>	<p>Lesson 2</p>	<p>Lesson 2</p>	<p>Lesson 2 – Earliest Locomotives and Railways</p> <ul style="list-style-type: none"> - Earliest railways and the development of the steam engine by Thomas Savery and James Watt. Children work in pairs to read the information on the Early Steam Locomotive Fact Cards and try to put them into chronological order of invention. - Read the information on this and the following slides about the first passenger carrying railway lines The Stockton to Darlington railway line and The Liverpool to Manchester railway line. - Children create their own poster/newspaper article about the Stockton to Darlington railway line. - Trains: 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. - My First Steam Train Ride: Watch a small section of the video clip ‘Steam Trains at Speed’ and read the story ‘The Train Ride’ by June Crebbin, either with the book or through the video ‘The Train Ride’. - Ask the children to imagine that they live in 1830 and the railway between Liverpool and Manchester has just opened. With your family, you are going to travel on a steam train for the first time. How are you feeling? What will you see on your journey? Model to the class how they could start their writing, e.g. ‘The train pulled into the station and I have never seen such a thing! There is steam billowing from the top of the train...’ The children can then write their own accounts of what they think may have happened on their first steam train ride in 1830.
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		Lesson 3	Lesson 3	<p>Lesson 3 – George Stephenson</p> <p>Use the timeline to introduce George Stephenson, provide background details of his life and achievements as well as the development and history of trains.</p> <p>Children could go online to access BBC resources about George Stephenson and play the game about his life.</p>
		Lesson 4	Lesson 4	<p>Lesson 4 – TRIP – LOCOMOTION (SHILDON)</p> <p>Following a 15-minute welcome, the package lasts approximately 90 minutes.</p> <p>Each child gets the opportunity to take part in three 30-minute activities.</p> <p>STEPHENSON OBJECTS</p> <p>Children will handle a variety of authentic objects associated with the life of George Stephenson. Items include models, books, tools, medals and miners' lamps. Children will discover George Stephenson's life and personal achievements including his safety lamp, Locomotion No.1, The Stockton and Darlington Railway and the Liverpool and Manchester Railway.</p> <p>BUILD A STEAM ENGINE</p> <p>Children will cut out and assemble their own steam engine collage. Artwork can be taken back to school to create a collective display or taken home.</p> <p>GEORGE STEPHENSON TOUR</p> <p>Children will be taken on an interactive guided tour of the museum's fascinating collection of railway exhibits. Children will see inside an original Stockton and Darlington Railway carriage, a replica Locomotion No.1 and original and replica Sans Pareil. Children studying KS1 will also re-enact the opening day of the Stockton and Darlington Railway, while those studying KS2 will engineer and build railway track.</p>

		Lesson 5	Lesson 5	Lesson 5 – How have trains changed since George Stephenson <ul style="list-style-type: none"> - Children look at and try to sort the Locomotive Sorting Cards into groups. Allow them time to look and discuss the key questions before revealing the groups on the next slide. Give children the opportunity to move pictures around once they know the headings of the groups then reveal answers and discuss. Are there any surprises? - Read through the information about steam, diesel, electric and high speed train technology. Ask children to make notes on key features of each one - Children match the pictures and order the description of how the locomotives work.
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ICT -

PE - Planned by Peterlee Partnership

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units

Music - Chagra units