

Significant individual- George Stephenson

- NC objective: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Enquiry Question- Who is George Stephenson and how has transport changed over time?

End of unit goals: Children will have an understanding of who George Stephenson is and why he was important in the development of transport and also know how transport has changed over time.

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p>I can create a timeline of George Stephenson's life.</p> <p>Skills focus: chronology</p>	Children will create a timeline of the events in George Stephenson's life.	<p><u>Prior Knowledge assessment</u>- KWL to be completed</p> <p><u>Starter</u>-Show children a picture of George Stephenson explaining he was an important person from the past who made things. Mind map with the children their ideas on who he could be and what he made.</p> <p><u>Main Teaching</u> Look through the power point with the children and discuss George Stephenson and what he was involved in. Look at the life of George Stephenson.</p> <p><u>Activity</u> Children to create a timeline of George Stephenson's life. SEND to complete a group timeline.</p>	All about George Stephenson Power point	<p>George Stephenson</p> <p>Trains</p> <p>Railway Steam train engineer</p>

Lesson 2	<p>I can group images of trains in to past and present train.</p> <p>Skills focus: Chronology Comparison sorting justification</p>	Children will know the differences between past and present trains and be able to group them.	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed as a class.</p> <p><u>Starter</u>-Show the children various different images of trains over the years. Children to put them into order in table groups from the earliest train to newest train.</p> <p><u>Main Teaching</u> Discuss with the children the different trains over the years and how they have changed. What things are different now from when Stephenson's first train was invented. Discuss the differences between trains from the past and present.</p> <p><u>Activity</u> Children to sort new images of trains into past and present day and speech bubble (SEND) or write their justification on how they know this. SEND to complete work as a group.</p>	Train images George Stephenson and trains power point	George Stephenson Trains Railway Steam train Engineer Past present
Lesson 3	<p>I can use role play to imagine what it would have been like to ride the first ever train.</p>	Children will be able to complete a hot seating activity about George Stephenson and the trains/	<p><u>Prior Knowledge assessment</u>- retrieval grid to be completed as a class.</p> <p>Starter-Show the children various images of other transport over the years. Children to discuss what is different or the same about these forms of transport and is there anything that we have know that they can see a similarity in now.</p> <p>Main teaching-</p>	George Stephenson and trains power point	George Stephenson Trains Railway Steam train Engineer Past Present

	<p>Skills focus: Chronology</p>		<p>Discuss with the children how important transport is and why/how it is used in our life, brainstorm these ideas together. Look at the power point together to remind the class about George Stephenson and his invention of the trains. Discuss how it would have changed peoples lives in the past that a train was invented.</p> <p>Activity Children to do hot seating modelled by the teacher about their first time riding a train and how that has changed their lives. Children then to complete small group hot seating changing their roles from passengers to George Stephenson.</p>		
Lesson 4	<p>I can create a fact file about how transport has changed over time.</p> <p>Skills focus: Comparison Investigation</p>	<p>Children will be able to compare and contrast various forms of transport from past and present.</p>	<p><u>Prior Knowledge assessment</u>- retrieval grid to be completed as a class.</p> <p><u>Starter</u>- show children images of other forms of transport from present day and children to discuss how they think transport were different in the past. Thinking about cars/ planes/buses/bikes.</p> <p>Main teaching- Look at the history of transport power point and look at how the various transport has changed over time. Children to discuss the types of transport they have been on and create a tally chart of what the class have been on. Discuss whether they think this would have been common for people to use 100 years ago.</p> <p>Activity- Children to create a fact file about how transport</p>	<p>History of transport power point</p>	<p>Cars Planes Trains Transport Past present</p>

	Analysis		has changed over time. They could choose one type of transport to look at cars/trains or planes.		
Lesson 5	<p>I can design a train from the future.</p> <p>Skills focus: Cause and affect</p>	Children will be able to think about how trains have changed over time and design their own train for the future.	<p><u>Prior Knowledge assessment</u>- retrieval grid to be completed as a class.</p> <p>Starter- Discuss with the children what we have discovered about the trains and past and present as well as what life was like in the past. Brain storm ideas as a class in a mind map.</p> <p>Main teaching- Thinking about how the trains have changed over time and what benefits that has brought everyone discuss what could have in the future with trains in our life time. What could future trains do that we can't do now? What could they be made out of? Where could they go? What could they travel through? How fast would they be?</p> <p>Activity- Children to design their own futuristic train and use labels to show how it is different from current trains. SEND T to scribe for labels and they use initial sounds.</p>		Future Change
Lesson 6			<p>Trip to the transport museum at some point in the half term to support learning.</p> <p><u>End of unit assessment KWL Grid</u></p>		