

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 |
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| Lesson 1 | To explore types of transport in the past and present Skills Focus: Chronology Similarities and differences | Children will be able to identify types of transport today and in the past | Retrieval - Can children name types of transport? Do they know what the word means? Why do we have transport? <u>Starter-</u> Show different types of transport from the past and present on the IWB or at tables. Allow children time to explore and discuss what is similar and different. Share ideas. <u>Main Teaching</u> Inform the children that boats were the first mode of transport invented thousands of years ago. Ask children why this might be? Then the wheel was introduced which led to animal-draw carts and carriages. Look at power point (Transport in the past | Power point transport past and present Pictures to sort | Transport Past Present Variety of transport names |

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| | | | and present) | | |
| | | | <u>Activity</u> Children to sort types of transport from past and present. | | |
| Lesson 2 | I can compare past and modern-day train travel Skills Focus: Chronology Similarities and differences Continuity and change Historical enquiry | Children will know the differences between past and present train travel and how it impacted on lives of people. | Retrieval - Can chn remember the first type pf transport? Can chn remember what the word past/present means? KS1: Travel and transport. 5: Tremendous trains - BBC Teach (Watch video as starter) <u>Starter</u> -Show the children various images of trains over the years. Children to put them into order in table groups from the earliest train to newest train. <u>Main Teaching</u> Discuss with the children the different trains over the years and how they have changed. Discuss how trains and railways have impacted positively on the lives of people. Discuss how they ensured people go on holidays to seaside towns from villages and how transport made people have access to a wider range of amenities. <u>Activity</u> Chn to compare Victorian transport era with modern day train travel using photographs as sources and record similarities and differences. | Train images | Trains Past Present Victorian era |

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| Lesson 3 | I can identify and talk about a significant individual in History Skills Focus: Historical enquiry Significant individuals | Children to identify key events in the life of George Stephenson. | Retrieval - Can chn talk about the differences in present and past train travel? <u>Starter</u> - In pairs/groups, share a picture of George Stephenson and ask chn to discuss who they think he might be? Is this person from a long time ago-how do they know? Why might be important to us? What might have been his job? <u>Main activity</u> Introduce George Stephenson to the children. Give chn some different pictures relating to George Stephenson and simple facts (Dates) in pairs and ask them to discuss what they think this tells us about him and his life. Link this back to the starter activity, were children correct? What have they found out about him. Share power point in simple form and discuss with the children. George Stephenson: FATHER OF RAILWAYS <u>Activity</u> Chn to create a timeline of events in his life. SEND supported by T. Ask chn to recall any key facts about George Stephenson. | All about George Stephenson | George Stephenson Inventor Trains Railway Steam train Engineer |
| Lesson | Skills Focus: | | Visit to Hope Town/Stephenson Railway Museum | | |

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| 4 | <p>Historical enquiry</p> <p>Cause and consequence</p> | | | | |
| Lesson 5 | <p>I can discuss and enquiry about events in history</p> <p>Skills Focus:</p> <p>Historical enquiry</p> <p>Chronology</p> | <p>Children to use simple historical vocabulary to discuss journey on the Rocket.</p> | <p><u>Retrieval</u></p> <p>Can chn recall who George Stephenson is? Why is he important to us?</p> <p>Starter-Share video from previous lesson and discuss visit/ trip. What can they remember? What did they see?</p> <p>George Stephenson: FATHER OF RAILWAYS</p> <p>Main teaching-</p> <p>Ask the question - What might it have been like to travel on the Stephenson Rocket? What might they see? Share picture with children.</p> <p>Activity-</p> <p>Chn to draw/role play their journey, what would they see? How would they feel? What might they hear? Use pictures/word mat to support.</p> | <p>George Stephenson video</p> <p>KS1 George Stephenson and trains KS1 pack</p> | <p>George Stephenson Trains</p> <p>Railway Steam train Engineer Past Present</p> |