

## 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, how has transport changed over time and how has it impacted on people's lives?

End of unit goals: Children will understand who George Stephenson was, why he was important in the development of transport. introduction of steam engine transport, know how transport has changed over time and the positive impact on people's lives. It changed how people could move and travel, meaning everyone was able to visit seaside towns for the first time.

### Substantive concepts

with key knowledge outcomes

Threads that we explore throughout our curriculum building schemas.

			
<b>Conflict &amp; Cooperation:</b>	<b>Innovation &amp; Legacy:</b> Development of transport, rail transport evolved, Invention of steam engine transport, lasting impact of train/rail transport within U.K and beyond.	<b>Power &amp; Rule:</b>	<b>Community &amp; Daily Life:</b> People were able to travel beyond their locality, travelling to different towns/cities became easily and more accessible, Positive impact of people's lives and quality of life, positive economic benefit to all.

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<b>To explore types of transport in the past and present</b>  (Discipline concepts) <b>Skills</b> <b>Focus:</b>  <b>Chronology</b>  <b>Similarities and differences</b>	Children will be able to identify types of transport today and in the past	<b>Retrieval - Can children name types of transport? Do they know what the word means? Why do we have transport?</b>  <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 and present)  <u>Activity</u> Children to sort types of transport from past and present.	Power point transport past and present  Pictures to sort	Transport Past Present Variety of transport names
Lesson 2	<b>I can compare past and modern-day train</b>	Children will know the differences between past and present	<b>Retrieval - Can chn remember the first type pf transport? Can chn remember what the word past/present means?</b>  <a href="#">KS1: Travel and transport. 5: Tremendous trains - BBC Teach</a>	Train images	Trains Past Present Victorian era

	<b>travel</b> (Discipline concepts) <b>Skills</b> <b>Focus:</b>  Similarities and differences  Continuity and change  Historical enquiry	train travel and how it impacted on lives of people.	(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.		
Lesson 3	<b>I can identify and talk about a significant individual in History</b>	Children to identify key events in the life of George Stephenson.	<b>Retrieval - Can chn talk about the differences in present and past train travel?</b> <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>	All about George Stephenson	George Stephenson Inventor Trains Railway Steam train Engineer

	(Discipline concepts) <b>Skills</b> <b>Focus:</b>  Historical enquiry  Significant individuals		<p>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.</p> <p>Share power point in simple form and discuss with the children.  <a href="#">George Stephenson: FATHER OF RAILWAYS</a></p> <p><u>Activity</u>          Chn to create a timeline of events in his life. SEND supported by T.</p> <p>Ask chn to recall any key facts about George Stephenson.</p>		
Lesson 4	(Discipline concepts) <b>Skills</b> <b>Focus:</b> Historical enquiry  Cause and consequence		Visit to Hope Town/Stephenson Railway Museum		
Lesson 5	<b>I can discuss and enquiry</b>	Children to use simple historical vocabulary to	<u>Retrieval</u> <b>Can chn recall who George Stephenson is? Why is he important to us?</b>	George Stephenson video KS1 George Stephenson	George Stephenson Trains

	<p><b>about events in history</b></p> <p>(Discipline concepts)</p> <p><b>Skills</b></p> <p><b>Focus:</b></p> <p>Historical enquiry</p> <p>Chronology</p>	<p>discuss journey on the Rocket.</p>	<p>Starter-Share video from previous lesson and discuss visit/ trip. What can they remember? What did they see?</p> <p><a href="#">George Stephenson: FATHER OF RAILWAYS</a></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>and trains KS1 pack</p>	<p>Railway</p> <p>Steam train</p> <p>Engineer</p> <p>Past</p> <p>Present</p>
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