

Willow

## The History of Transport



### About this unit

Children can be introduced to the idea that transport has changed considerably in the locality over time and that this has had a significant impact on the way that the community has changed and developed. They can also understand how and why these developments have occurred. This topic is split in to two main enquiries which will each take around six weeks to complete fully.

### Unit Structure

**Retrieval vocab:** past, technology, transport

**New vocab:** environment, leisure, migrate, modern, pollution, travel

**Key concepts:** change & continuity, evidence & interpretation  
(eye-witness), exploration & invention (discovery, migration, progress),  
similarity and difference

Overarching enquiry questions: What is transport, and how has it changed over time?

### How this unit links to the new national curriculum for primary history

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

## Enquiry 1: What is transport and what did the earliest forms look like?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
What is transport?	<p><b>Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval)</b></p> <ul style="list-style-type: none"> <li>• <b>Know that in the modern world in which we live, it is easier to get from place to place than it was in the past; know that this is because there are lots of modes of transport that we can use</b></li> <li>• Know that we can travel on foot, on bikes, in cars, on buses, on trains, on boats and on aeroplanes; recognise these different modes of transport</li> <li>• Know that we choose different modes of transport depending on how far we have to travel; know that walking, scooters and bikes are best for short journeys and that cars, buses, trains, boats and aeroplanes are best for long journeys</li> <li>• Know that cars and buses travel on the road, that trains travel on tracks, that boats travel on water and that aeroplanes fly through the air</li> <li>• <b>Know that people travel for different reasons: to get to work, for leisure and to migrate (i.e. to move so to live in a different place)</b></li> <li>• Know that - except for walking - the modes of transport that we use have been invented by people as ways to get from place to place quickly</li> <li>• <b>Know that these different modes of transport were not all invented at the same time; use the timeline to recognise the order in which certain modes of transport were invented (see timeline below)</b></li> <li>• <b>Know and use the words “before”, “after”, “earlier”, “later” and “in (year)” to describe when these modes of transport were invented</b></li> <li>• <b>Know that the numbers used for years (after 1000 AD) can be said by dividing the number into two 2-digit chunks (e.g. 1735 can be said as “seventeen thirty five”)</b></li> </ul>
What is a timeline, and how does it show us something about the past?	
What were the earliest forms of transport?	<ul style="list-style-type: none"> <li>• Know that it costs money to use many modes of transport</li> <li>• Know that modes of transport are usually very expensive when they are first invented; know that the price paid to travel places has changed over time</li> <li>• Know that the first mode of transport that didn't involve walking that people used were rafts and boats to sail on the water; these were initially just hollowed out logs but they got more sophisticated over time</li> <li>• <b>Know that people first learned to ride horses as a mode of transport</b> around 5,500 years ago (nb: children will not be familiar with numbers of this magnitude yet; use the timeline to give a sense of the amount of time (see timeline below)</li> </ul>

How will this enquiry help children to make progress in history?

How this enquiry might be adapted for children of different ages and different abilities?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the locality as well as the wider context. This awareness should include big picture/outline as well as depth based on more detailed local analysis and case studies. These skills and concepts include:

- Acquisition of specialised vocabulary and terminology;
- Historical enquiry including research;
- Organising material by devising criteria;
- Making inferences and imagining historical situations and choices;
- Discussing significance;
- Historical narrative and sequence and a sense of chronology and duration;
- A sense of space and geography;
- Cause, consequence and motivation;
- Change, continuity, progression and regression;
- Comparison and contrast, similarity and difference, variety;
- An understanding of the nature and use of evidence;
- Communicating historical understanding in different ways such as orally, written, charts, role play.

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

Older and/or more able children could demonstrate a more in-depth understanding of this society by: More independence in carrying out investigations including:

- posing their own questions and organising their work;
- Greater familiarity with specialist vocabulary;
- Knowing about a greater database of relevant and precise information including the significant features, chronology and changes and vocabulary/terminology including recognising the finer nuances;
- Being better at explaining why things were as they were;
- Showing greater insights when making comparisons and contrasts within and outside the theme and the ability to make links and connections;
- Knowing about the evidence used to produce conclusions and the usefulness of that evidence;
- Wider but focused structured imagination;
- Understanding how the local situation is typical of the wider picture;
- Better demonstration of the significance of key issues.

Enquiry 2: Planes, Trains or Automobiles?	
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS
How has rail travel changed over time?	<ul style="list-style-type: none"> <li>• Know that steam engines were invented in Britain; know that they burned fuel like coal or wood to create power</li> <li>• Know that these engines were used to push a train along a track and that Richard Trevithick invented the first steam train in 1802</li> <li>• Know that the first railway to carry people between cities was created in 1830</li> <li>• Know that Peterborough's first railway station opened in 1845; the one that still exists now opened in 1850</li> <li>• Know that over time steam trains have been replaced by electric trains which are cheaper to run and create less pollution</li> <li>• Recognise the similarities and differences between the very first steam trains (e.g. Stephenson's Rocket), later steam trains (the Flying Scotsman) and modern electric trains (see below)</li> <li>• Know that some modern trains go at speeds of over 550 km/hour, which is over five times faster than cars are allowed to go on the fastest roads in the UK</li> </ul>
How have cars changed over time?	<ul style="list-style-type: none"> <li>• Know that cars that travelled on roads first looked like early trains and were powered by steam</li> <li>• Know that the first car with a petrol engine was invented in 1885</li> <li>• Know that Henry Ford produced the first car that lots of people could afford in 1905 called the Model T Ford, but that not many people owned a car</li> <li>• Know that in the modern world many people own a car and that the way cars look has changed</li> <li>• Recognise the similarities and differences between the Model T Ford and a modern car (see below)</li> <li>• Know that cars produce pollution and that some cars are now powered by electricity instead of petrol to reduce the amount of pollution they produce</li> </ul>
How has air travel changed over time?	<ul style="list-style-type: none"> <li>• Know that the first human flight was in a hot air balloon, invented by the Montgolfier Brothers in 1783</li> <li>• Know that the first glider was invented by George Cayley in 1853</li> <li>• Know that most people believe that the first engine-powered flight was taken in a plane invented by the Wright Brothers, but that some people believe that the first engine-powered flight was made by other people because of other evidence such as eye-witness accounts of earlier flights</li> <li>• Recognise the similarities and differences between the Wright Brothers' aeroplane and modern aircraft</li> <li>• <b>Know that Yuri Gagarin from Russia was the first man to fly in space in 1961</b></li> <li>• <b>Know that Neil Armstrong was the first man to step on the moon in 1969</b></li> <li>• Know that many people use aeroplanes to travel all over the world; know that air travel causes pollution that is bad for the environment</li> </ul>

## How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the locality as well as the wider context. This awareness should include big picture/outline as well as depth based on more detailed local analysis and case studies. These skills and concepts include:

- Acquisition of specialised vocabulary and terminology;
- Key features of historical periods and situation including making summaries, judgements and generalisations and being able to discuss the typicality of situations and events;
- Historical enquiry including research and organising material;
- Making inferences and imagining historical situations and choices;
- Understanding significance;
- A sense of space and geography;
- Cause, consequence and motivation including reactions to changes and developments;
- Sequence, change, continuity, progression and development and a sense of duration;
- Comparison and contrast, similarity and difference, variety;
- An understanding of the nature and use of evidence;
- Communicating historical understanding in different ways.

## How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

Older and/or more able children could demonstrate a more in-depth understanding of this society by:

- More independence in carrying out investigations including posing their own questions and organising their work;
- Greater familiarity with specialist vocabulary;
- Knowing about a greater database of relevant and precise local and national information including the significant features and issues, chronology and changes and vocabulary/terminology including recognising the finer nuances;
- Being better at explaining why things were as they were;
- Better recognition of alternative views and the tentative nature of conclusions;
- Showing greater insights when making comparisons and contrasts within and outside the theme and the ability to make links and connections;
- Knowing about the evidence used to produce conclusions and the usefulness of that evidence;
- Wider but focused structured imagination;
- Understanding how the local situation is typical of the wider picture;