

Key Question: Travel – How far has it come? 6Hours (approx.)				
Prior Knowledge:		Y1: Into the Woods (Cottingley Fairies); Exploders; The Jowett Brothers; Inventors; David Attenborough and Grace Darling.		
National Curriculum		Key Knowledge & Skills		
Pupils should be taught about: <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>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</li> <li>Significant historical events, people and places in their own locality.</li> </ul>		<b>Chronology</b> Use words and phrases like: before I was born, when I was younger Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning Use the words 'past' and 'present' accurately Use a range of appropriate words and phrases to describe the past Sequence a set of events in chronological order and give reasons for their order. Use comparative language: older/ newer, a very long time ago, past, present.	<b>Knowledge and Interpretations</b> Explain how their local area was different in the past Recount some interesting facts from an historical event. Give examples of things that are different in their life from that of their grandparents when they were young. Explain why Britain has a special history by naming some famous events and some famous people.	<b>Historical Enquiry</b> Find out something about the past by talking to an older person Answer questions by using a specific source, such as an information book Research the life of someone who used to live in their area using the Internet and other sources
What lessons will be taught (inc skills)				
1. Using the language 'before', 'after', 'past', 'present', 'then' and 'now'; to create a time line of different modes of transport, and to give reasons as to why they think this. Use the words 'past' and 'present' accurately to sort vehicles		2. Sequence the order of when various modes were invented, giving reasons as to why they think this.		3. Through visiting the Bradford Industrial museum pupils can describe the type of vehicles (carts, trams) that were used at various times in the past and also describe the cars designed and made by the Jowett bros.
4. Using images of Bradford in the past ask questions about the different modes of transport and how people move around. How has LBA changed over time?		5. Use the internet to find out more about the Jowett brothers and their work. Complete a timeline.		6.
Resources/CPD		Vocabulary		How we will communicate our findings? Outcomes
		<b>Chronology</b> Decade;	<b>K&amp;I</b>	<b>Enquiry</b> Evidence Experience
		A pictorial time line, left to right convention with year labels for some important events/individuals. State differences between the past and present with Girlington and Bradford.		

	Comparative vocab: : older/newer, more modern			To identify and discuss details of some important events in British history.  Drama activities
<b>Cross Curricular Opportunities</b>	<b>Oracy Opportunities</b>		<b>Visits / Visitors (with dates)</b>	
Historically themed writing in English Drama (historical themes) Comparing years (maths)	Debate/discussion Drama (empathy exercises; interviews) News broadcasts Justifying opinions			