



# Mendell Primary School

*Aspire Challenge Achieve*

## Medium Term Plan History



<b>Year Group:</b> FS2	<b>Term:</b> Spring 2/ Summer 1	<b>Teacher:</b> Mrs Eason	<b>Subject lead:</b> Dionne Sanati	<b>Overview:</b> Journeys & Transport	<b>Key End Points: Past and Present ELG Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>
<b>Common Misconceptions:</b> Some children may think: <ul style="list-style-type: none"> <li>• Bicycles and cars have always been made out of metal.</li> <li>• Black and white photographs/ images always mean that something is old.</li> <li>-People have always travelled by car or train.</li> </ul>		<b>Unit key Vocabulary:</b> <b>Model and encourage children to use vocabulary such as:</b> Travel, Transport, Different, Same Order, Materials, change, Change over time., Invented, Invention, Inventor, Oldest, Most recent  <b>Expose children to supplementary vocabulary used in future year groups such as:</b> compare and contrast, sequence, modern,			
<b>Links to other learning:</b> Maths – sequencing, classification, measurement, shape and number recognition.  Science – how different types of transport are fuelled.	<b>Prior Learning:</b> - Timelines from their own lives i.e. their life from baby to now and our class timeline <b>(Reception)</b> -Similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <b>(Reception)</b>	<b>Future Learning:</b> In Year 2, chn will learn how our innovation of flight has changed over time.	<b>High Quality Text:</b> <b>Non-fiction texts:</b> Look Inside Things That Go (Usborne Look Inside) William Bee’s Wonderful World of Things That Go! by William Bee  <b>Fiction texts:</b> Sally Jean, the Bicycle Queen by Cari Best (2006) Mrs Armitage on Wheels by Quentin Blake (1999) The Hundred Decker Bus by Mike Smith Who’s Driving by Leo Timmers  <b>Role Play opportunities:</b> Inventors workshop		<b>Teacher CPD:</b> Historical Association Article: Riding along on my pushbike... exploring transport in EYFS

**Characteristics of Effective Learning**

<b>PLAYING AND EXPLORING</b>	<b>ACTIVE LEARNING</b>	<b>CREATING AND THINKING CRITICALLY</b>
<p><b>Finding out and exploring</b>  <i>Showing curiosity about objects, events and people</i>  <i>Using senses to explore the world around them</i>  <i>Engaging in open-ended activity</i>  <i>Showing particular interests</i></p> <p><b>Playing with what they know</b>  <i>Pretending objects are things from their experience</i>  <i>Representing their experiences in play</i>  <i>Taking on a role in their play</i>  <i>Acting out experiences with other people</i></p> <p><b>Being willing to ‘have a go’</b>  <i>Initiating activities, seeking challenge</i>  <i>Showing a ‘can do’ attitude</i>  <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>	<p><b>Being involved and concentrating</b>  <i>Maintaining focus on their activity for a period of time</i>  <i>Showing high levels of energy, fascination</i>  <i>Not easily distracted; Paying attention to details</i></p> <p><b>Keeping on trying</b>  <i>Persisting with activity when challenges occur</i>  <i>Showing a belief that more effort or a different approach will pay off</i>  <i>Bouncing back after difficulties</i></p> <p><b>Enjoying achieving what they set out to do</b>  <i>Showing satisfaction in meeting their own goals</i>  <i>Being proud of how they accomplished something – not just the end result</i>  <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p><b>Having their own ideas</b>  <i>Thinking of ideas</i>  <i>Finding ways to solve problems</i>  <i>Finding new ways to do things</i></p> <p><b>Making links</b>  <i>Making links and noticing patterns in their experience</i>  <i>Making predictions; Testing their ideas</i>  <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p><b>Choosing ways to do things</b>  <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i>  <i>Checking how well their activities are going</i>  <i>Changing strategy as needed</i>  <i>Reviewing how well the approach worked</i></p>

**Provision**

**Creative area:** constructing a life-size penny farthing using cardboard

**Investigation area:** inventor’s workshop

**Outside provision:** range of scooters, bicycles and tricycles

**In the environment:** scaled and sequenced timeline on working wall, range of fiction and non-fiction books available.

<u>Learning Intention – Linked to ELG</u>	<u>Lesson Outline</u>	<u>Resources</u>	<u>Vocabulary</u>
1	<p><b>Over-arching enquiry question: How has the way we travel changed over time?</b></p> <p>Opening question to relate to their own lives: Have you learnt to ride a bike?</p> <p>Use photographs or real objects to begin to compare and contrast the different bicycles we ride at different times in our lives.</p> <p>Questions: Which ages of people would ride in or ride on each bicycle?            What features do all the bicycles have in common?            Why do some of the bicycles have different features, such as stabilisers?            How do the bicycles we ride change as we grow?</p> <p>Activity 1: Ask the children to rearrange the bicycles in order depending on the age of the people who would ride them. This simple timeline activity will help children to develop their sequencing skills and build an early</p>	<p>Images or a range actual of scooters, bicycles and tricycles.</p> <p>Sally Jean, the Bicycle Queen by Cari Best (2006)</p> <p>Scooters, bicycles and tricycles for continuous provision.</p>	<p>Travel            Change            Change over time            Compare            Contrast            Different            Same            Order            Sequence            Materials</p>

		<p>understanding of chronology. Add the images to a scaled timeline on working wall – this will be added to in further lessons.</p> <p>Read Sally Jean, the Bicycle Queen by Cari Best (2006). Sally Jean is a girl who loves to ride her bicycle, even when it gets too big for her to ride any more. This book addresses several key historical concepts, such as continuity, change, similarity and difference, in a way that is accessible and engaging for young children.</p> <p><b>Continuous provision:</b> range of scooters, bicycles and tricycles for outdoor learning. You can add to these resources by bringing in larger-sized bicycles to observe, compare and contrast.</p>		
2	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p><b>Over-arching enquiry question: How has the way we travel changed over time?</b></p> <p>Show the children various images (in black and white and colour) of penny farthing bicycles. Example images below from Historical Association below. Chn may have the misconception that the colour image is the most recent.</p> <p>Collect chn’s responses to questions below to add on speech bubbles for working wall.  Are these photographs/ images from now or the past? How do you know?  Who invented these bicycles? How did people travel before bicycles were invented?  What materials were the first bicycles made from? What features did they have?  Did every bicycle have pedals?  What us the same as the bicycles we use today?  What is different to the bicycles we use today?</p> <p>Activity 1: Ask the chn to add the images of the penny farthing to the scaled timeline on the working wall. Discuss where the chn have places the images and why. Explain that these bicycles were popular in the 1880s. They were invented in France by Eugène Meyer, and later British versions were developed by James Stanley in Coventry. Images from Historical Association website.</p> <p>Activity 2: Show old video footage of people riding penny farthings. British Pathé: The Penny Farthing Bike Race (1928)<a href="http://www.youtube.com/watch?v=8HRpVV_x3N4">www.youtube.com/watch?v=8HRpVV_x3N4</a></p> <p>Activity 3: Explain that the penny farthing was so called because of its large front wheel and much smaller back wheel, which were said to resemble a penny coin leading a farthing coin. If you have access to large cardboard coins, you can ask children to use these as templates to paint or draw a modern-day version of a penny farthing using current coin denominations. What coins do we use today? Which is the largest coin? Which is the smallest? This creative activity will help children make connections between the past and the present. It will also support aspects of mathematical development such as classification, measurement, shape and number recognition.</p>	<p>Images of penny farthings from Historical Association and others possibly.</p> <p>Templates of large cardboard coins old and new.</p>	<p>Travel  Compare  Contrast  Different  Same  Change  Changed over time  Order  Sequence  Materials  Penny farthing  Timeline  Invented  Invention</p>
3		<p><b>Over-arching enquiry question: How has the way we travel changed over time?</b></p>	<p>Mrs Armitage on Wheels by</p>	<p>Travel  Compare</p>

	<p>Show the images from lesson 2 again. How did the invention of the bicycle change over time? How did people improve it over time?</p> <p>Read the picture book Mrs Armitage on Wheels by Quentin Blake (1999) is another good prompt for the continuous provision activity. Mrs Armitage has all sorts of ideas about how to improve her bicycle and what it 'really needs'. Sharing this story with your class should provide some entertaining ideas to inspire their inventions.</p> <p><b>Continuous provision:</b> Set up an inventor's workshop in your class or outside area. Resources might include: small world figures, construction equipment and junk modelling materials (old CDs, for example, can make good wheels). Can the children invent their own bicycle? What features would it have? Some of the early bicycles had nicknames such as the hobby horse or the bone shaker. Can the children guess why they had these nicknames? Can they think of a good name for their invention?</p>	<p>Quentin Blake (1999)</p> <p>Resources for inventor's workshop – small world figures, construction equipment, junk modelling materials, old CDs for wheels.</p>	<p>Contrast Different Same Order Sequence Materials Change Changed over time Invented Invention</p>
4	<p><b>Over-arching enquiry question: How has the way we travel changed over time?</b></p> <p>How can we get from one place to another? On foot, on a bicycles, by car, by train, by boat etc...</p> <p>Today you are going to work in groups to look at photographs that give us clues about how transport has changed over time. You might be looking at how cars have changed over time, how trains have changed over time or how boats have changed over time.</p> <p>Activity (adult or child led): In groups, give chn a range of photographs showing how cars, trains or boats have changed over time. Ask chn to order/ sequence the photographs from oldest to most recent/ modern. Display chn's ordering on scaled timeline on working wall using dates.</p> <p>Adult led questioning to guide investigations. Record chn's responses on speech bubbles for working wall.          What materials is it made from? How many wheels does it have? What are the wheels made from? What is the seat made from? Does it have a roof? Does it have windows?          How is this car the same as your car?          How is this car different to your car? Why do you think it has changed e.g. why does it have a roof?          How do you think it is powered? Steam, battery Fuel, electric          Which do you think is the oldest form of transport? Why do you think that?          Which do you think is the most recent/ modern form of transport? Why do you think that?</p> <p>Examples images below: 1886 Karl Benz invented the first automobile, 1880s, 1920s, 1930s, 1950s, 1980s, 2020s</p>	<p>Photographs of cars, trains, boats showing changes over time.</p>	<p>Travel Transport Compare Contrast Different Same Order Sequence Materials Change over time. Invented Invention Inventor Oldest Most recent/ modern</p>