

Enquiry question	Retrieval activity	Teacher Input	Activities	Key Vocab
<p><b>How have trains changed over time and what are the different power sources? How did the invention of trains change people's lives?</b></p>	<p>Write down all the different modes of transport that you know.</p>	<p>Have you ever been on a train? What was the journey like? Invite children to share their ideas. • Go through the information on the slides about the invention of the steam engine, the history of trains and the impact this had on the people of Britain. • How do you think trains in Victorian times were different from or similar to trains today? Children to think, pair, share their ideas, then go through the information on the slides. Take time to discuss with the children the different power sources. Explicitly teach steam and combustion/diesel engine and also electric. Refer to the KO to show them this vocab and definition.</p> <p>Show children a picture of a diesel train and an electric train and also the Bullet train. Explain how these power sources are different to the steam train.</p> <p><b>Put an old steam train and a new diesel/electric train on the large class time line that we will build on each week.</b></p>	<p>Label the pictures of an old steam train and a new diesel and electric train.</p> <p>Write down similarities and differences.</p> <p>Write out the explanations from the KO of what the different types of power sources there are.</p>	<p>Travel Transport Steam engine Diesel/combustion engine Victorians Similarities Differences</p>
<p><b>How have aeroplanes changed over time and who invented the first plane?</b></p>	<p><b>Match the vocab</b> Using a cut up KO, children match last weeks vocab to the correct definition</p>	<p>Have you ever been on an aeroplane? Where did you go? What was it like? Invite children to share their ideas. • Explain that before aeroplanes were invented, people had always dreamed of being able to fly. Show children Leonardo Da Vinci's design but explain that without power, it would never work. • Go through the story on the slides about the Wright brothers and the invention of the aeroplane. • How do you think the Wright brothers would have felt after their first successful flight? What do you think people of the time would have thought about a flying machine? Children to think, pair, share their ideas. • Explain how planes have changed since the first flights. Show pictures of new jumbo jets and discuss how these are different to the first planes and how they are better. <b>Put the first plane and a new jumbo jet on the large class time line.</b></p>	<p>Similarities and difference work sheet.</p> <p>Children must include the features of the plane.</p> <p>Complete the newspaper report on the first aeroplane flight..</p>	<p>Invention Wright Brothers Flying machine Glider Jumbo jet Travel</p>

<p><b>How have cars changed over time and how are they now safer? What are the similarities and differences to the interiors?</b></p>	<p><b>Brain Dump</b> Everything you know about the Wright Brothers. Use the visual from the KO to remind you.</p>	<p>Do you have a car at home? What type of journeys do you use the car for? Invite children to share their ideas (e.g. going to school, to the shops, to visit friends and family, etc.). Explain that today millions of people have cars to help them get from place to place but that cars are quite a recent invention. With the invention of the railway, people could now get to some places more easily but you could only go where there was a railway. • Go through the information on the slides about the invention of the motor car, what the first cars were like and how cars have changed through the years. • Show children the pictures of cars from different decades on the slides. How have these cars changed over the years? Children to think, pair, share their ideas. Children look at the vintage car that has been brought into school and the new electric car and note the similarities and differences. Highlight safety features and also music systems. <b>Put the first car and then a picture of a car from each decade on the time line.</b></p>	<p>Children put cars into order on a timeline. Complete the similarities and differences worksheet. Complete the sentence Cars are safer now because .....</p>	<p>Seat belts Air bag Indicators Stereo Mirrors Tyres</p>
<p><b>How have buses changed over time and what is different now about the way we pay for a journey?</b></p>	<p><b>Hide and Seek</b> Complete the section from the KO about how transport has changes for trains, planes and cars.</p>	<p>Visit to Ruddington Transport museum. Children will be shown buses from the past to the present. Recap the things we looked at in previous lessons about power sources and safety and interiors. Ask children to be looking at these features as they are looking at the buses. Demonstrate to the children how we used to have to pay for a bus journey. Teach them about what a conductor had to do and show them where you used to have to put your money. Discuss, think, pair, share how this is similar and different to now. <b>Put some pictures of buses on the class time line.</b></p>	<p>Label pictures of an old and modern bus. Record the similarities and differences. Use the picture of a conductor to write a sentence about how you pay for a bus journey now and in the past.</p>	<p>Conductor Double decker Petrol Electric Safety Luxury</p>

<p><b>How have bikes changed over time and why are the materials they are made from now different?</b></p>	<p><b>Cops and Robbers</b> Write down the missing words from the vocab/definition section on the KO</p>	<p>Who has a bike? Where do you ride it? Who goes with you? Do you take it anywhere? How do you get it there? Children all go out on the playground on their bikes. Together we look at the features of a bike. They can compare and contrast their bike with their friends. Back in the classroom, share the powerpoint with the children showing a penny farthing. Tell the children what it is and when it was made. Think, Pair, Share what they think about its features and the safety of it. Show children a timeline of bikes through the ages, give them chance to discuss features, what they are made from and the safety of them. Now introduce them to Eddie (Silver medallist in the world track bike championships) Eddie will show them all his bikes and discuss the materials they are made from and why. He will also show them the different features of his bikes and why they are needed for safety and speed. <b>Put pictures up onto the class timeline.</b></p>	<p>Label pictures of old and new and complete the similarities and differences table.  Use the photo of Eddie and all his bikes to complete the sentence....  Eddie's bikes help him to go fast because .....</p>	<p>Materials Pedals Wheels Carbon Penny farthing Lightweight Speed</p>
<p><b>How have fire engines changed over time?</b></p>	<p>Fill in the missing vocab from the KO</p>	<p>Carlton Fire Service visit to school. Children will see the brand new fire engine that serves in Carlton station and also the pre WWII fire engine. The owner of the vintage vehicle will explain all the features on the model and the children will be able to compare and contrast the two vehicles. Children will be reminded of all the features we have been looking at in past lessons and see if they can spot any of these in the two vehicles in front of them. <b>Put photos of the fire engines onto the class timeline.</b></p>	<p>Give the children a photo of both fire engines. Challenge the children to think of as many features as possible, thinking about everything we have covered over the last 6 weeks, design, safety, power source, interiors, materials etc Allow them time to write about each vehicle including as much detail as possible.</p>	<p>Speed Water capacity Safety Features WW2 Hose Ladder</p>