

# Key Stage 2 LESSON PLAN - How transport has changed over time

## World Around Us (History)

**Cross-Curricular Skills focus: communication**

**Thinking Skills and Personal Capabilities focus: working with others; managing information; being creative**

### Learning Intentions:

- To encourage discussion about how transport has changed over time and speculate about what transport might be like in the future.
- To explore the technological development in transport and its impact on how we live.

### Success Criteria:

- Research transport methods
- Analyse the results to find out how transport has changed over time
- Discuss how it affects the environment
- Imagine about what transport might be like in the future

### Activating prior knowledge:

(This could take the form of a KWL activity)

**Homework Task:** Ask the pupils to research how transport has changed over time. Have them bring in three interesting facts. Groups of pupils could work on specific transport modes such as; the horse and carriage, walking, car, bus, aeroplane, train etc.



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Approximate Time	Activity	Resources
<b>10 mins</b>	<p><b>Introduction</b></p> <p>Explain to the children that we live an age where there have been more exciting technological inventions and advances than in any other period of time.</p> <p>Ask them to suggest recent inventions e.g. iPads, mobile phones, medicine etc.</p> <p>Relate the idea of technological advances to transport – how have these changes affected our environment/ health? Explain carbon emissions from petrol powered transport can harm the environment.</p>	
<b>15 mins</b>	<p><b>Main Activity</b></p> <p><b>Group work (mixed ability):</b> children compare in turn the answers they have back from the three generations and write up any interesting differences OR children compare and share their interesting facts in transport mode groups i.e. all the cars, all the buses etc.</p> <p>Questions to think about:</p> <ul style="list-style-type: none"> <li>• How has transport changed since your grandparents went to school?</li> <li>• Why are there differences?</li> <li>• How have the vehicles changed? (appearance, energy used etc.)</li> <li>• What effect has this had on the environment?</li> </ul>	<p><b>Results from homework task</b></p> <p>A3 sheets for pupils to record their group discussion.</p> <p>Lined paper or classwork book for independent work</p>
<b>10 mins</b>	<p><b>Feedback:</b> Each group comes up to the front with their page and discuss their findings. These can then be stuck up around the room for all the pupils to see.</p>	
<b>20 mins</b>	<p><b>Individual work:</b> Children write 5-10 reasons about why they think transport has changed and try to find reasons to explain the results and the impact on the environment. Pupils should try to use evidence from their own research and group discussions.</p>	
<b>10 mins</b>	<p><b>Plenary</b></p> <p><b>Think-pair-share:</b> What do pupils think the transport of the future would look like? What type of family adventure would the students like to do in the future when they might families of their own? e.g. world tour, space travel, time travel.</p> <p><b>Extension:</b> Pupils design their own futuristic vehicle. Pupils could give it a name and could label their design, giving reasons for their choices considering environmental impact. These can be put on display and then later pupils can peer assess the designs. Pupils can vote which design they think is the best, justifying their opinions, as well as 1 or 2 runners up.</p>	<p>Art materials for drawing.</p>