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| **Year Group** | **Foundation Stage** | **Area of Study** | **Transport over time** |
| **Key NC Reference and Objectives** | ***To be able to talk about the past and present events in their own lives and in the* *lives of family members.******To use common words linked to the passing of time.******To know about the similarities and differences between past and present, old and new******To begin to use historical based language – language associated with the passage of time******To begin to understand how a timeline can be used to show the order of things.******To know about changes within living memory******To begin to recognise how things change over time and begin to sequence from oldest to youngest, using the clues presented to them.******To understand ‘past and present events in our own lives and the lives of family members’: Relate learning to own experience: particularly focused on bikes*** |
| **Possible Enquiry Questions** | * How has transport changed over time?
* What is different and what is the same about transport from in the past?
* Bicycles: what is different and what is the same?
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| **Key Concepts** | **Substantive** | **2nd Order** |
| Society and civilisation(what is life like?) | Similarities and differencesChange and Continuity |
| **Key Vocabulary** | **Bicycle:** a vehicle with two wheels which you ride by [sitting](https://www.collinsdictionary.com/dictionary/english/sitting) on it and [pushing](https://www.collinsdictionary.com/dictionary/english/push) two pedals with your [feet](https://www.collinsdictionary.com/dictionary/english/foot)**Train**: is a number of [carriages](https://www.collinsdictionary.com/dictionary/english/carriage) connected together and [pulled](https://www.collinsdictionary.com/dictionary/english/pull) by an engine along a railway track.**Steam Train**: A type of train powered by steam.**Aeroplane:** a vehicle with wings and one or more [engines](https://www.collinsdictionary.com/dictionary/english/engine) that [enable](https://www.collinsdictionary.com/dictionary/english/enable) it to fly through the air.**Hot Air Balloon:** a large balloon with a [basket](https://www.collinsdictionary.com/dictionary/english/basket) underneath in which people can [travel](https://www.collinsdictionary.com/dictionary/english/travel). The balloon is [filled](https://www.collinsdictionary.com/dictionary/english/fill) with [hot](https://www.collinsdictionary.com/dictionary/english/hot) air in order to make it [float](https://www.collinsdictionary.com/dictionary/english/float) in the air.**Car:** a [motor](https://www.collinsdictionary.com/dictionary/english/motor) vehicle with [room](https://www.collinsdictionary.com/dictionary/english/room) for a small number of passengers. It drives on the road.**Bus**: a large motor vehicle which carries passengers from one place to another**Tram:** A vehicle that travels on tracks and is powered by electricity**Carriage:** an [old- fashioned](https://www.collinsdictionary.com/dictionary/english/old-fashioned) vehicle, usually for a small number of passengers, which is [pulled](https://www.collinsdictionary.com/dictionary/english/pull) by [horses](https://www.collinsdictionary.com/dictionary/english/horse).**Queen**: a woman who rules the country. | **Penny Farthing:** The first ‘official’ bike, which was made from one large front wheel and one small back wheel.**Velocipede:** a type of early bike also called the Bone Shaker **Draisine:** The first ‘bike’ invented – called the hobby horse (No pedals)**Old**: Something that has existed for a long time**Older:** Something that has existed for a longer period of time**Oldest**: Something which has existed for the longest time**Past:** happened before the present- not now Present: Existing or occurring now**Recent**: Happened not long ago **Modern**: relating to the present**History**: The study of the past**Decade**: A period of ten years**Timeline:** A visual, graphic way of showing time |
| **Core Substantive Knowledge** | **Children to know the names of different types of transport (See above) and recognise the main features of old and new forms of transport.*** Modern bikes will be different across their lifetime as they grow (Link to Unit 1 timelines and add to them showing the bikes the children and grown ups will ride)
* Some modern bikes are now electric
* There are a number of common features of bikes: wheels, pedals, handlebars, chains, gears, stabilisers, bells
* People now wear helmets when riding bikes but this wasn’t the case always in the past
* Some of the early bicycles had nicknames such as the hobby horse or the bone shaker.

**Penny Farthing:** * Bicycles were first invented in the nineteenth century and one of the most recognisable early bikes is the high wheel bicycle, often called the penny farthing.
* ***These were popular in the 1880s.*** They were invented in France by Eugène Meyer, and later British versions were developed by James Stanley in Coventry.
* 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.
* Queen Victoria was the queen during the time the Penny Farthing was invented. She began the queen in 1837 and was queen of England for 64 years.

**Important Dates:*** 1820 The first two wheeler bike was invented. It was called the Draisine and its nick name was the Hobby Horse
* 1868 The Velocipede was invented and was called the bone shaker.
* 1870’s The first model to be an official “bicycle.” was invented by James Starley. It had a big wheel on the front. This allowed the rider to go further with one pedal-push. In addition, it had rubber tires, which made it more comfortable to ride. It became a penny farthing.
* **1885 –** John Kemp Starely took the bicycle design and made it better. He added a chain to make pedalling easier and both tires were the same size.
* 1886 The Coventry Rotary Quadracycle was invented and was made for two people
* 1886 The Rover Safety Bicycle was invented and is seen as the first modern bicycle
* **1888 –** inventor, John Boyd Dunlop took the hard rubber wheels and filled them with air. This made the ride less bumpy and easier to manoeuvre.
* **1920s People began to make bikes for children.**
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| **Core Knowledge: 2nd Order Knowledge** | **Enquiry:*** Answers simple questions about objects or pictures from the past
* Know that they can find out about the past by looking carefully at objects and pictures

**Chronology:** * Know that events and objects can be ordered using a timeline
* Events are sequenced, going back in time.
* To know that old and new objects look different and have similarities and differences
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| **Possible Activities to consider** | * Begin with a number of pictures, artefacts and images showing old and new forms of transport- discuss and sort- identify features and begin to draw out knowledge and add to current knowledge: eg old and new trains- change from steam to electric
* Use a range of bikes: begin with differences between current bikes and then look at comparing old and new bikes- ensure first hand, multi sensory activities
* Timeline linked to modern bikes and linked to change in their own lifetime: who would ride each bike? How old would they be? How do the bicycles we ride change as we grow? Put the bikes in order of the age of person who would ride them.
* Ensure links to measuring vocabulary: this seat is too high for me
* Use Mr Grumpy’s Outing, The Train Ride, Sally Jean, the Bicycle Queen by Cari Best (2006) and Mrs Armitage’s Bicycle. 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.
* Use 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?
* Show the children some images of early bicycles and discuss what they can see in the pictures. 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?
* Tell the story of Mrs Armitage on wheels: 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? Can they think of a good name for their invention?
* 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?
* PSHE: Road Safety and journeys children have made
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| **Assessment** | Formative assessment against the objectivesMake observations linked to EYFS Development Matters:1. Characteristics of learning: Thinking - Making links • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect2. CLL: listening and attention- They give their attention to what others say and respond appropriatelyCLL: Understanding- They answer how and why questions about their experiences and in response to stories.CLL: Speaking- Use vocabulary focused on objects and people that are particularly important to themChildren express themselves using past, present and future forms accurately when talking about events.3. Mathematics: SSM- Uses everyday language related to time and measurement4. Understanding of the World: Children know about similarities and differences in relation to places, objects, materials and living things- they understand change over time. |
| **Links** | Magic Grandad: <https://www.youtube.com/watch?v=_f45bRrLbww><https://www.youtube.com/watch?v=8HRpVV_x3N4><https://www.youtube.com/watch?v=E-U02-RWUPc><https://www.youtube.com/watch?v=qLCTIbT2AUo><https://www.youtube.com/watch?v=tOMlIO0_fEQ> |



