

Year 1 and 2 History Planning

Spring Term 2 2025

Key Concept- change



Curious Question- What was Leyland's significant impact on transport changes over time?

NC Objectives	End Point Task- How will you know if children have achieved the main objectives of the unit? (Answering the curious question)
significant historical events, people and places in their own locality.	Chn are able to use evidence from historical sources to explain how transport has changed in their locality over time.

	Step 1	Step 2	Step 3	Step 4	Step 5
Week	Prior learning: knowledge, skill, vocabulary	Lesson Objective: Setting the scene – linking to prior learning (where appropriate the key concept)	Learning tasks to practise and apply the new knowledge, skills and vocabulary	Suggested adaptations for SEND- what will the learning task need to look like without trying to cut out key content from the NC?	Lesson End Point: Assessing the new knowledge, skills and vocabulary.
1	Knowledge of transport – what transport have you used to get from one place to another? Vocabulary – past, present, photograph, source	Did transport look the same in the past? What do we mean by transport? Did transport look the same hundreds of years ago? Explore the latest and earliest versions of three main forms of transport – trains, planes and cars.	Chn are given photos of past and present versions of trains, planes and cars. They must organise these into 'past' and present'. Children then write some information about the earliest forms of trains, planes and cars.	Chn are given a writing frame to share their knowledge about the earliest forms of trains, planes and cars. Picture cards can be used to generate discussion and act as a prompt.	Chn can explain what transport is and that trains, planes and cars looked different in the past.
2	Knowledge of transport – what do we know about Leyland trucks?	What is the history behind Leyland Trucks? How did Leyland Trucks begin? Discussion of how they progressed from	Chn organise photos of the vehicles that Leyland trucks have used throughout the years onto a timeline chronologically. Children record an interesting fact that they have learnt about the history of Leyland Trucks.	Chn are given 3 simple photos to organise on the timeline. Teacher to scribe an interesting fact that the children have learnt.	Chn can explain how Leyland trucks began and how the vehicles that it uses have progressed.

	Vocabulary – First of all, After that, this led to... source	steam-powered lawn mowers, to steam powered vans and what the company looks like today.			
3	Knowledge of transport from the past - what do we know how different vehicles looked in the past? Vocabulary – source	Is transport more efficient in the present? Visit to the British Vehicle Museum to learn in depth about changes to transport modes over time. Why did people work to innovate the vehicles? Would you prefer to travel in a modern car or one from the past? Why?	Teacher to create a postcard with a photo on the front of children from their visit to the British Vehicle Museum. Children write to a relative about the vehicles they saw at the museum and whether they prefer cars in the past or present and why.	Provide a short writing frame on the back of the postcard for children to use where necessary. Provide a word bank and pictures to support sentence building.	Chn can explain why people have innovated vehicles over time.
4	Why is transport more effective now than it was in the past? Vocabulary – significant, source	How has Leyland trucks impacted on life in Leyland? Leyland Trucks- what impact has Leyland trucks had on the people of Leyland? Do you believe transport will continue to be innovated in Leyland? What might it look like in the future?	Draw a picture of how you think transport will continue to be innovated in the future. Write an explanation of how you think the transport will impact the lives of people in the future.	Write some simple labels on your picture using a word bank where appropriate.	Chn can recognise that the innovation transport is an ongoing phenomenon that will continue throughout time.
5	In previous lessons, children have learnt how transport has changed in Leyland and what impact this has had. Vocabulary – past, present, this meant that	What was Leyland's significant impact on transport changes over time? Children present in their own way how Leyland has impacted on transport changes.	Children could present learning through: - A poster - An informational leaflet - Acting as a 'history teacher' and teaching the rest of the class. - Write a fact file - Write a newspaper article - Create a board game with question/answer cards about transport over time - Create a 'quiz show' for members of the class to participate in	Word banks, memory mats and visual cues to be available for those who need them. Mixed ability groupings to support discussion.	Chn will be able to collate everything they have learnt and explain how transport in Leyland changed significantly over time.

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