

#WeAreHistorians

Unit of Learning

Year 2

Spring

George Stephenson

Overview

Children learn about the life of George Stephenson, the ‘Father of the Railways’. They explore the work he did in improving travel both for transporting coal and the general public. They consider whether this title is earned and whether he was all that significant.

National Curriculum Objectives

Children should be taught about:

- ❖ Changes within living memory - used to reveal aspects of change in national life
- ❖ events beyond living memory that are significant nationally or globally
- ❖ the lives of significant individuals in the past who have contributed to national and international achievements - used to compare aspects of life in different periods
- ❖ significant historical events, people and places in their own locality

Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ Develop an awareness of the more distant past beyond their lifetime ❖ Use common words and phrases relating to the passing of time ❖ Know where all people/events studied fit into a chronological framework ❖ Identify similarities / differences between periods 	<ul style="list-style-type: none"> ❖ Understand some ways we find out about the past and utilise these with peers ❖ Ask and answer questions to explain why people in the past acted as they did ❖ Choose and use parts of stories and other artefacts, pictorial and written evidence sources to show understanding 	<ul style="list-style-type: none"> ❖ Identify different ways in which the past is represented and begin to talk about evidence sources ❖ Identify fact and opinion from sources ❖ Identify differences from different sources e.g. 2 versions of the same event from different viewpoints 	<ul style="list-style-type: none"> ❖ Identify similarities / differences between ways of life at different times, their own life time, their parents’ lives and a period of history beyond that in a place they have learned about 	<ul style="list-style-type: none"> ❖ Recognise why people did things linked to knowledge of the period in history being studied ❖ Consider, with support, why events happened and what happened as a result 	<ul style="list-style-type: none"> ❖ Make simple observations about different types of people and events within a society 	<ul style="list-style-type: none"> ❖ Talk about important people from the past and recall their stories e.g. in a simple historical account ❖ Talk about the legacy of the significant people ❖ Say whether they are inspired by the significant people and why

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

<https://www.bbc.co.uk/teach/class-clips-video/articles/zcq3g7h>

<https://www.theschoolrun.com/homework-help/george-stephenson-and-development-railway>

Key Knowledge - End Points


- ❖ To know George Stephenson lived in the North East during the Victorian era
- ❖ To know George Stephenson's nickname was the 'father of the railways' and why
- ❖ To know George Stephenson invented the Rocket and the impact that this had on trains
- ❖ To know that the body shape of trains has changed over time
- ❖ To know that the way trains are powered has changed over time

Unit Vocabulary


significant	development
locality	achievement
transport	impact
railways	national
railroad	era

Lesson Sequence

To know who George Stephenson was	To know where the nickname 'father of the railway' came from	To know why the Rocket was invented and the impact this had on trains going forward	To look at how the shape and appearance of trains have changed over time	To know how trains are powered has changed over time	To understand the significance of George Stephenson
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Suggested Retrieval Task



Give one difference between Mary Seacole and Florence Nightingale	When did the Great Fire of London take place?	Name three types of sources we can use to learn about the past	What do George Stephenson and Florence Nightingale have in common?	Who do these images relate to in the history we have studied? (Samuel Pepys)	Give 2 ways that trains have changed over time
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Activity

Sequence the key events of George Stephenson's life on own timeline	Explore locomotives created by George Stephenson and reasons for their invention - how did they impact people?	Image of the Rocket annotated with reasons for it being an impressive achievement and how it was created to be the fastest locomotive of its time	Draw diagrams of a train from the past and one from the present and label with features that have changed/stayed the same	Write short explanation on the different ways trains have been powered through time and what impact this has	Consider nickname and achievements of George Stephenson - use to make infographic on how and why he is a significant person (including links to North East)
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Assessment

Chronologically ordered events accurately displayed in timeline format	Appropriate examples given of the impact these trains would have had on life at the time	Relative facts about the creation and design of the Rocket included	Accurately labelled diagrams with features of train appearance	Ways of powering trains identified and talked about in correct order	Infographic created to include accurate information and explanation of why GS is significant
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