

# TRANSPORT HISTORY

## YEAR 1 and 2: AUTUMN 1

### *How did we learn to fly?*

#### COVERAGE: How did we learn to fly?

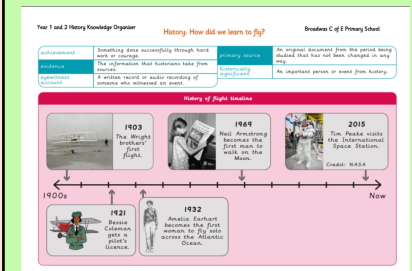
Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.

- Identify important events surrounding the history of flight.
- Explain how a significant event has changed the lives of others.
- Ask questions about people and events in the past.
- Use primary sources to find out about people and events in the past.
- Correctly order five events on a timeline.

#### KEY LANGUAGE AND VOCABULARY:

beyond living memory  
decade  
evidence  
eyewitness  
flight  
flight  
historic  
historically significant  
inventor  
living memory  
past  
present  
primary source  
source

#### KNOWLEDGE AND FACT SHEET



#### KEY QUESTIONS:

1. Who were the Wright brothers and how did they change the history of flight?
2. When was the first flight?
3. Why was Bessie Coleman significant to flight?
4. Why was Amelia Earhart significant to flight?
5. Why was the moon landing significant to the history of flight?
6. How did we as a human race learn to fly?

#### KEY SKILLS AND KNOWLEDGE

- Sequencing six photographs, focusing on the intervals between events.
- Placing events on a timeline, building on times studied in Year 1.
- Knowing where people/events studied fit into a chronological framework.
- Identifying simple reasons for changes.
- Asking questions about why people did things, why events happened and what happened as a result.
- Recognising why people did things, why events happened and what happened as a result.
- Knowing some things which have changed/stayed the same as the past.
- Finding out about people, events and beliefs in society.
- Discussing who was important in a historical event.
- Using artefacts, photographs and visits to museums to ask and answer questions about the past.
- Making simple observations about a source or artefact.
- Using sources to show an understanding of historical concepts (see above).
- Recognising different ways in which the past is represented (including eye-witness accounts).
- Comparing pictures or photographs of people or events in the past.

- Asking a range of questions about stories, events and people.
- Understanding the importance of historically-valid questions.
- Evaluating how reliable a source is. Understanding how we use books and sources to find out about the past.
- Using a source to answer questions about the past.
- Evaluating the usefulness of sources to a historical enquiry.
- Selecting information from a source to answer a question.
- Making links and connections across a unit of study.
- Making simple conclusions about a question using evidence to support.
- Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).
- Using relevant vocabulary in answers.
- Describing past events and people by drawing or writing.
- Expressing a personal response to a historical story or event through discussion, drawing or writing.
- Identifying a primary source.

#### ENRICHMENT:

- 
- Visits: -

#### Previous Learning:

The children in Year 2 learnt about Toys from the past, the Great Fire of London and Castles.

The children in Year 1 learnt about changes in their own lives and the lives of significant others from the past.

#### Future Learning:

The children will now have a look at how school was different in the past to the present.

#### School Drivers to Examine

##### Children will look at:

- **Economy and Power** = how has flight impacted the world we live in today?
- **Creativity and Innovation** = why are the people, who are significant to flight, incredibly important to innovation and creativity?
- **Care of the Environment** = what effect does flight have on our environment now and what impact will it have in the future?
- **Culture and Diversity** = has flight affected how the world works together as a community today?