

Year Group: 2	Term: Summer	Topic: George and Robert Stephenson
Historical strands		
Civilisation and Technology; Legacy		
NC Links		
Significant people in history; Local history		
Other Curriculum Links		
English - reading comprehension, reports; Geography - where Stephensons lived and worked and different areas of railways (Stockton-Darlington / Liverpool-Manchester)		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of a museum curator / engineer. Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>This unit teaches children about the life and careers of northeast Victorian engineers George Stephenson and his son, Robert, and how their achievements helped the development of railways in Britain. Using and evaluating primary and secondary sources, pupils will continue to develop an understanding of the ways in which we can find out about the past, as well as looking at continuity and change within the development of the railways. Pupils will continue to learn specific historical vocabulary, and develop the idea of chronology through discussion and by sequencing events and describing key events in the lives of the Stephensons.</p>		
Possible Visits/Visitors		
Stephenson Steam Railway / Box of Delights (Discovery Museum).		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Identify similarities / differences between technology (railways) in Britain before and during Victorian times and/or compare Victorian and present-day Britain. <p>Cause and Consequence N/A</p> <p>Similarity and Difference - within a period / situation (diversity) N/A</p> <p>Significance - of events / people</p> <ul style="list-style-type: none"> Recognise the importance of George and Robert Stephenson - their achievements. 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> Mind-map - What is History? Why study History? What do we mean about history? What do we know about Victorian Britain. Explore chronology to develop understanding of time, e.g. decades and centuries. To discuss, explore and describe transport in Britain before the railways. Discuss why railways were important. To use and begin to evaluate sources / artefacts to describe the events in the lives of George and Robert Stephenson. To discuss, explore and describe in different ways the achievements of the Stephensons. To continue to develop an understanding of the concept of continuity and change. 		

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Essential skills to be covered and possible activities		
Historical Knowledge		
<ul style="list-style-type: none"> • Mind map: what is history? Begin discussion about studying the past, what is the past? What do we mean by history? What do we know about Victorian Britain? • Discuss transport prior to railways. Horse and cart / walking • Discuss why railways were important. E.g. they allowed people to travel further in less time. • Discuss the role of George and Robert Stephenson in development of railways. E.g. producing first steam locomotive to carry passengers, Locomotion no. 1. • Discuss the first railway lines: Stockton-Darlington / Liverpool-Manchester. • Discuss biography of the Stephensons - include other inventions, for example. • Look at the development of railways up to today. How has technology changed? 		
Chronological understanding		
<ul style="list-style-type: none"> • Explore chronology by using blocks / toilet paper / objects to represent time, e.g. 1 block/piece for 10 years. Use this to develop understanding of, e.g. a century / how long ago were the Stephensons alive? • Sequence events / create a timeline of key events in railways / Stephensons' lives. • Describe memories of key events in Stephensons' lives. 		
Historical vocabulary		
<ul style="list-style-type: none"> • Explicitly teach vocabulary relating to passing and measuring of time (e.g. before, after, past, present, then, now, older, newer, a long time ago / decade, century, millenium) • Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, Victorian, historical, evidence). Use knowledge organiser. 		
Interpretations of history		
<ul style="list-style-type: none"> • Discuss similarities and differences between images/accounts of events in the past • Discuss historical accuracy / reliability by looking at the claims of other engineers / historians (e.g. Timothy Hackworth, Sir Humphry Davy) about who was the first to invent the steam engine / the miners safety lamp. • Revisit historical sources - how do we know about what happened in the past? Look at the various accounts / artefacts relating to the Stephensons • Discuss the reliability/usefulness of sources through drama / role-play 		
Historical enquiry		
<ul style="list-style-type: none"> • Get pupils to stick a picture of a person, place or object from the past and ask questions about them - then discuss the picture and get the pupils to answer the question/s • Observe or handle sources to answer questions about the past based on simple observations 		
Organisation and communication		
<ul style="list-style-type: none"> • Using blocks / objects / toilet roll to explore chronology • Sticking down / writing / drawing events relating to railway development as a sequence. • Drama / role-play, e.g. hot-seating a witness / Stephenson; be news reporters interviewing someone travelling on a train for the first time • Writing stories and /or simple sentences about the Stephensons / railway development • Work in groups to discuss and then present to the rest of the class • Create displays about the Stephensons • Using iPads / computers to create PowerPoints / Word presentations • 		

Suggested Strategies for Recording Learning

- Practical activities where possible - drama / role-play / be journalists reporting on the first steam locomotive (recorded on iPads and linked to QI codes)
- Group work to discuss sources and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Stick down images (possibly drawn themselves) or written events in a sequence.
- Sorting activities to compare Victorian and pre- or modern-day transport.
- Write or dictate simple sentences about what they've learned.
- Write narratives / recounts / cartoons about the Stephensons
- Create class displays about development of the railways
- Reading comprehensions based on Stephensons
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from guided activities, observations, discussions, quizzes, questioning and work evidence.			
	2.1	2.2	2.3
Historical knowledge	<p>With support, identify some differences in transport before and after the development of the railways.</p> <p>With support, begin to recognise some of the main achievements of George and Robert Stephenson.</p>	<p>Identify some differences in transport before and after the development of the railways.</p> <p>Begin to recognize and describe the significance of the Stephensons in relation to the development of the railways.</p>	<p>Identify a number of differences in transport before and after the development of the railways.</p> <p>Understand and confidently describe the significance of the Stephensons in relation to the development of the railways.</p>
Chronological understanding	<p>With support, sequence some key events of railway development and/or the lives of the Stephensons.</p>	<p>Pupils sequence some key events of railway development and/or the lives of the Stephensons.</p>	<p>Pupils confidently sequence key events of railway development and/or the lives of the Stephensons.</p>
Historical vocabulary	<p>With support, use common words and phrases relating to the passing of time, and some relevant historical terms.</p>	<p>Use common words and phrases relating to the passing of time and some relevant historical terms.</p>	<p>Confidently use a range of common words and phrases relating to the passing and measuring of time and relevant historical terms.</p>
Interpretations of history	<p>With support, compare two accounts of the Stephensons role in rail development and begin to discuss the reliability of historical artefacts.</p>	<p>Compare two accounts of the Stephensons role in rail development and begin to discuss the reliability and usefulness of historical artefacts.</p>	<p>Compare different accounts of the Stephensons role in rail development and confidently discuss the reliability and usefulness of a range of historical artefacts.</p>
Historical enquiry	<p>With support, observe or handle a historical source to answer a question about the past.</p>	<p>Observe or handle a historical source to answer a question about the past.</p>	<p>Observe or handle a range of historical sources to answer questions about the past.</p>
Organisation and communication	<p>With support, communicate knowledge through discussion, pictures, drama /role-play, writing and ICT.</p>	<p>Communicate knowledge through discussion, pictures, drama/role-play, writing and ICT.</p>	<p>Confidently and communicate knowledge through discussion, pictures, drama/role-play, writing and ICT</p>