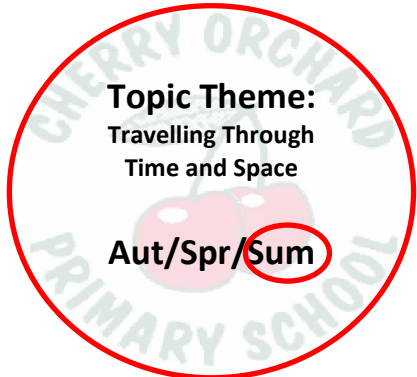


Rigour

Purpose (COPS School Aims) of topic:

- 1. Learning a b c d e f
- 2. Self a b c d e f
- 3. Situations a b c d e
- 4. Relationships a b c d e



NC 2014 PoS:

History
DT

Relevance

Overview: To travel back in time and look at how life has changed from how it was years ago. Children to experience travelling on old and new trains and compare.

In the summer term our topic has been Travelling through time and space and was looking at Toys and then Houses and Homes in the past. We usually start with a bag of old and new bears found in the attic and investigate differences and look at the Old Bear stories too. We usually go to Avoncroft for a trip and have a Victorian schoolroom and wash day experience. We now have lots of artefacts at school and feel that we could do the workshops ourselves within school and could go on a trip elsewhere – ie on a train! We would still like to incorporate our previous history lessons into this plan as these have shown good pupil engagement and learning. These will be adapted as necessary though! In Year 1 the children find it hard to understand old/new – old to them is dirty and broken, yet it might only be a few years old. They really do need to experience this topic/concepts so it gives them a good basis to build on when they continue to learn about the past in Year 2.

Reality

COPS School Aims	<u>Learning Objectives</u>	Summary of Learning Activities / Trips / Real Audience / End Product or Task / Use of Outdoors NOTE: LEARNING OBJECTIVES WILL BE ADDED IN THIS SECTION ONCE PITCH HAS BEEN APPROVED.
		<ul style="list-style-type: none"> • Letter from Paddington Bear inviting us to Malvern with a challenge...he was travelling on a train and got off at the wrong station and ended up in Malvern. He was found by Mr. Card and is staying with him until he can find his suitcase and all his belongings.. could the children come to Malvern to help look for them? • Who is Paddington Bear? How can we help? How will we get to Malvern? Plane, bus, car, walk, scooter, train,skateboard etc. • Plan a trip on a modern train: timetables, picnic, route, prices etc. Take (plastic) toys to play with after the picnic. Find PB's suitcase at station and his belongings (marmalade, toothbrush, towel, wellies, hat etc) on the common (treasure hunt). • Make Teddy bear cakes or biscuits to take on the trip. • Leads into bears – an old bag is found in the attic and we reveal to the children it is full of bears - old and new. As a year group we order these bears in order of age and discuss changes (fur, eyes, farics, hard/soft, size, joints etc) They then compare an old bear to their own bears. We read 'Old Bear' books by Jane Hissey. • Set challenge as whole year group to set up a huge train track altogether in the studio. Use 4 or 5 train sets. Working together/resilience etc. • 'Magic Doorway' Travel through time in the classroom to find out what life was like a long time ago. Look at: toys, transport, wash day, bathrooms, schools. Investigate artefacts and experience the past.

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| | <ul style="list-style-type: none">• Train Driver/Stephenson (DG or someone from Severn Valley Railway) come in and talk to the children about old trains.• Trip on the Severn Valley Railway dressed up as Victorian children. Take the bag of toys (wooden this time). Discuss how the old toys changed as we went back in time.• End product - Link in toys and trains and set children the problem of designing and making a toy to keep children occupied on a train journey. Do research with children/train staff as to what will be needed/appropriate (size, what made of, strength, noise level, colours) etc.• Literacy links – Fantasy stories (toys coming alive, set in Space/the past), Recounts, Information texts, making a Train Ride book/non-fiction booklet, Paddington stories, letter writing, diaries – A day in the life of...• Science links – How can we get the trains out of the ice? Materials and their properties and uses. |
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