



# Stratford Preparatory School

## Medium Term Planning – Infant 3

**Term: Lent 2019**

**Subject: Humanities**

### General Notes

The topic for this term is “TRANSPORT.” Both geographical and historical elements are to be incorporated into our work where possible. The topic will be carried across the curriculum. The scheme includes a trip to the Transport Museum at Gaydon, to study the history of road transport – cycle and car. It is also hoped to walk to the river basin to study the canal boats there.

### Aims

1. To give enjoyment.
2. To encompass other areas of the curriculum where appropriate.
3. To increase the awareness of the importance of transport in our everyday lives.
4. Have improved research and information gathering skills.
5. Be able to classify and identify different types of transport into land, sea and water.
6. Have an increased awareness of local forms of transport.
7. Have an increased awareness of safety factors related to transport eg:- road and river safety.
8. Have the opportunity to explore the topic through practical and theoretical situations.

**Objectives:** pupils should be taught to:

### History: Weeks 1 - 6

Chronological understanding:

1. Be able to place objects and events in chronological order (1a)
2. Use common words and phrases related to the passing of time. (1b)

Knowledge and understanding of changes in the past:

3. Identify differences between ways of life at different times.(2b)

Historical enquiry:

4. Find out about the past from a range of sources of information (4a)
5. Ask and answer questions about the past (4b)
6. Learn about the lives of significant people in history (4c)
7. Learn about past events from the history of Britain and the world. (4d)
8. Be familiar with the development of the car, train, hot air balloon and airplane through history.

### Geography: Weeks 7-12

Geography and enquiry skills:

1. Observe and record (1b)
2. Communicate in different ways eg. pictures, speech, writing (1d)
3. Use geographical vocabulary 2a)
4. Use globes and maps (2c)
5. Use secondary sources of information eg photographs, websites , books(2d)
6. Make maps and plans (2e)

*Knowledge and understanding of places:*

7. Identify and describe where places are. (3b)
8. Recognise how the environment may be improved and sustained.
9. Begin to understand how geographical features, both human and physical can dictate transport systems in certain areas.
10. Express their own views about the environment.
11. Recognise how places have become the way that they are. (1c)

## **Areas of experience**

The school will focus on providing experience in the following areas

**Linguistic** – command of language and ability to communicate grows through listening, speaking, reading and writing.

**Mathematical** – Understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Understanding should come from practical activity, exploration and discussion.

**Scientific** – Knowledge and understanding of nature, materials and forces. Develop skills associated with scientific process of enquiry: observing, forming hypotheses, experiments and recording.

**Technological** – Planning, developing and evaluating good quality products. Using tools, materials and equipment. Responsible and safe use of computing.

**Human and social** – People and environment, how human action in the past has influence events and conditions.

**Physical** – Physical control and co-ordination as well as tactical skills and imaginative responses to evaluate and improve performance. An understanding of fitness and health.

**Aesthetic and creative** – Making, composing and inventing, present in all areas especially Art, Music, drama, dance, literature.

# **Scheme of Work/ Weekly Programme of Study**

( Weeks 1 -6 looking from a historical perspective, weeks 7- 12, a geographical one)

**WEEK 1: Introduction of the new topic, including classification of transport into land, water and air categories. Do mind map of new topic.**

**WEEK 2: Transport over water – canals. Write in the first person – my life as a canal child.**

**WEEK 3: Transport over land – the history of the train**

**WEEK 4: Transport over land – the history of the motor car**

**WEEK 5: Transport in the air – the hot air balloon**

**WEEK 6: Transport in the Air- the aeroplane**

## **HALF TERM**

**WEEK 7: How transport is affected by our local environment.**

**WEEK 8: Transport in different locations – look at transport**

**WEEK 9: Transport in different locations – transport around the world.**

**WEEK 10: Impact of transport on the environment – design a poster one side is the good impact of transport the other is the bad.**

**WEEK 11: Transport in our local area, advantages and disadvantages.**

**WEEK 12: Assessment**

## **Differentiation**

Activities will be tailored to meet the acknowledged differing needs and abilities of individuals within the class. Details of the provision will be made in the short term planning sheets. The class will also work in mixed ability pairing to try and encourage them to work together and help each other out by working on their strengths.

## **Cross Curricular Links**

As mentioned earlier, the scheme outlined above encompasses both historical and geographical elements. The topic of Transport also lends itself to many other cross curricular opportunities:

- Maths (sorting and classifying of transport eg. using Venn diagrams and charts for recording information etc
- Art/DT- see scheme for these areas
- ICT: research
- English; Writing exercise linked to life living on the canal.

## **Deployment of Teaching Assistants**

No TA.

## **Resources**

- various visual aids- posters etc, and displays
- various text books, sourced as needed eg from our school library, teachers' own resource etc
- ICT: internet
- Maps- at local and world level
- Information relating to our trip- site handbook etc.

AS 2019