Is George Stephenson Significant?

Year 1 Pandas



We began our enquiry based question by looking at how transport has changed over time. We had pictures of transport and we sorted them into groups. Some chose sea and air, some chose wheels and no wheels.





We had cards with pictures of vehicles, a date and century. The children had to put themselves into groups by looking at what century they were in. Once we had found our century groups we made a large timeline so that we could see when the fast vehicles started to be invented. We could see from our timeline that it was the 19th century when most of the vehicles began to be invented.

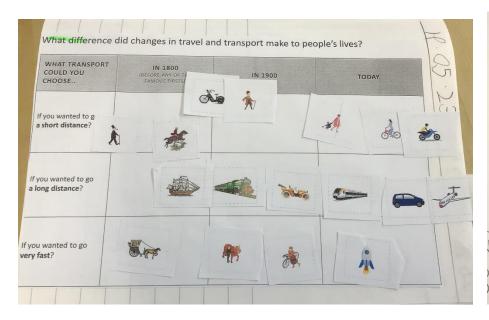


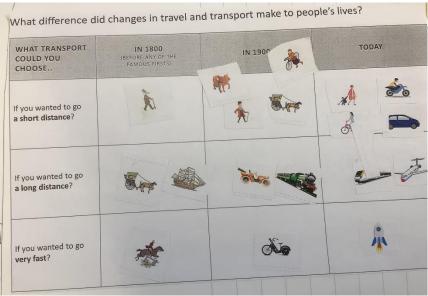






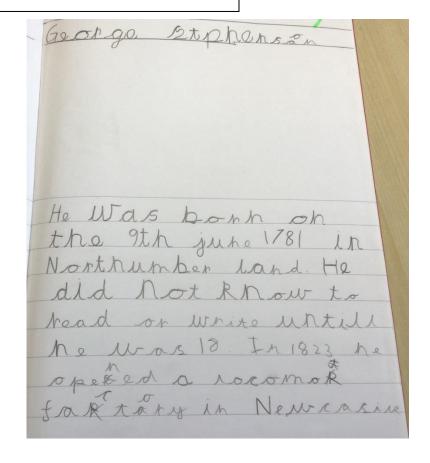
We looked at the 3 centuries and which vehicle we would use if we wanted to go a short distance, long distance or go fast.





We used ICT and worked in small groups to find out facts about George Stephenson.

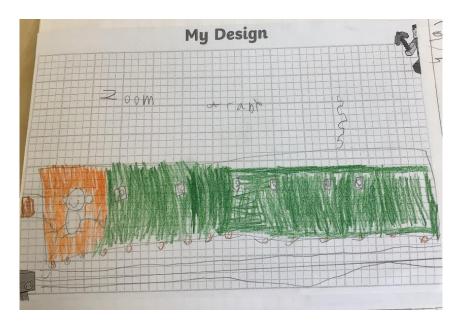
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We designed our own locomotive just like George Stephenson did. We then used the Invention Shed to make our trains.

























Throughout this project we have followed the Voice 21 framework to develop our oracy skills. We have used our class discussion guidelines; being active listeners, respecting each other's ideas, inviting others into our discussions and being prepared to change our mind. We have taken turns to act as a chair person and used a 'thumbs in' strategy when we wanted to talk. Our final activity was to think about everything we had learned about George Stephenson and decide if we thought he was a significant person or not.

