

**Year 5/6**

**The Historical Association's  
Scheme of Work for Primary History**

**Unit X: Local History: A study over time reflected in the locality:  
Transport**

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British Association for Local History (BALH)**

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**About this unit**

Children can be introduced to the idea that transport has changed considerably in the locality over time and that this has had a significant impact on the way that the community has changed and developed. They can also understand how and why these developments have occurred.

**Unit Structure**

This unit is structured around three sequential history enquiries:

1. How did early transport hold back developments in the locality?
2. Why were improvements made to transport in the locality?
3. How much difference did these improvements in transport make to the local area?

**How this unit links to the new national curriculum for primary history**

- Key Stage 2 local history – a study over time tracing how several aspects of national history are reflected in the locality;
- Key Stage 2 local history – a study of an aspect of history or a site beyond 1066 that is significant in the locality.

Enquiry 1: How did early transport hold back developments in the locality?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ Key vocabulary associated with transport.</li> <li>▪ The nature, benefits and limitations of early transport</li> <li>▪ How transport might be assessed for effectiveness</li> <li>▪ How transport might be categorised by age.</li> </ul>	<p><b>How many different kinds of transport would there have been in the area long ago?</b></p> <p>Pupils consider types of transport and devise some criteria for measuring their effectiveness such as speed, ability to move heavy goods, reliability.</p> <p>Devise list of key terminology and definitions if appropriate.</p> <p>Brief research on types of early transport.</p> <p>Discuss which types might be available in the locality at different times – eg. horses, carts, water, human power.</p> <p>Sequence types into early and later transport, eg. different types of carriage or boats.</p>	<p>Text and topic books showing pictures of transport  Pictures, posters and web images of early transport.  Local scenes including evidence of transport such as rivers, old lanes.</p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>• use appropriate vocabulary and terminology;</li> <li>• make decisions regarding transport effectiveness;</li> <li>• investigate transport from the past;</li> <li>• sequence transport developments?</li> </ul>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ Key features of the locality at different times.</li> </ul>	<p><b>Has transport always been the same in the past?</b></p> <p>Pupils given details of the main features of the locality at several different times – some key features.</p>	<p>information about the locality in the past with relevant sources such as reconstructions, maps.  Text and topic books, posters or website showing different types of transport.  Timelines.</p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>• work out how transport has been used in the past;</li> <li>• investigate past transport in the</li> </ul>

<ul style="list-style-type: none"> <li>How transport might have been needed and used to support the locality.</li> </ul>	<p>Imaginative work on how people might have used transport at different times – different pupils could take a different period in the history of the locality and devise accounts/stories/role play of how the transport might have been used.</p> <p>Discuss a range of scenarios and how they might have been overcome, eg. wanting to move a large load, wanting to travel a long distance, wanting to move a large number of people.</p> <p>Produce “timeline” on transport options for the locality in earlier times, eg. up to late 18<sup>th</sup> century. Discuss ways in which transport might compare with other places at this time with reasons for differences.</p>		locality?
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>Why situations were as they were.</li> </ul>	<p><b>What challenges might people in the past have had when using transport?</b></p> <p>Pupils devise their own methods of transport in the context of different times, eg. using computers. Different groups assess their validity and how feasible they might have been at different times.</p> <p>Pupils consider ways in which the transport had limitations – pupils might devise charts for different types and their problems, eg. not carrying much, poor state of roads.</p>	<p>ICT facilities. Investigations from books, sources and website. Blank charts or frameworks.</p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>Assess the successes and problems of using past transport?</li> </ul>
<b>Children should</b>			Can the children:

<b>learn:</b> <ul style="list-style-type: none"> <li>The significance of different explanations for change.</li> </ul>	<b>Why did people not have better transport in the past?</b> <p>Pupils assess possible impacts of transport limitations on the social and economic life of the community in different times.</p> <p>Devise causes on how and why transport was not able to improve, eg. up to late 18<sup>th</sup> century. Discuss importance of different causes. Could use card sorting exercises.</p>	Books, posters, sources or website. Local history sources.	<ul style="list-style-type: none"> <li>assess the reasons for change and development of transport;</li> <li>demonstrate an understanding of the significance of transport in the past?</li> </ul>
<b>Children should learn:</b> <ul style="list-style-type: none"> <li>The key features and what was significant regarding local transport;</li> <li>How people may have reacted locally to early transport and how it affected their lives.</li> </ul>	<b>Final activity</b> <p>This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry.</p> <p>They consider what the significant methods of transport were in earlier days and how they helped and hindered developments in the locality. Overarching question – how might people have used and thought about transport in the earliest days?</p>	Oral or written work.	Can the children: <ul style="list-style-type: none"> <li>summarise the key features and attitudes towards transport in the past?</li> </ul>

<b>How will this enquiry help children to make progress in history?</b>	<b>How this enquiry might be adapted for children of different ages and different abilities?</b>	
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<p>The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the locality as well as the wider context. This awareness should include big picture/outline as well as depth based on more detailed local analysis and case studies. These skills and concepts include:</p> <ul style="list-style-type: none"><li>▪ Acquisition of specialised vocabulary and terminology;</li><li>▪ Historical enquiry including research;</li><li>▪ Organising material by devising criteria;</li><li>▪ Making inferences and imagining historical situations and choices;</li><li>▪ Discussing significance;</li><li>▪ Historical narrative and sequence and a sense of chronology and duration;</li><li>▪ A sense of space and geography;</li><li>▪ Cause, consequence and motivation;</li><li>▪ Change, continuity, progression and regression;</li><li>▪ Comparison and contrast, similarity and difference, variety;</li><li>▪ An understanding of the nature and use of evidence;</li><li>▪ Communicating historical understanding in different ways such as orally, written, charts, role play.</li></ul>	<p>There are certain key ideas it is important that children of all ages and abilities acquire, namely:</p> <p>Older and/or more able children could demonstrate a more in-depth understanding of this society by:</p> <ul style="list-style-type: none"><li>▪ More independence in carrying out investigations including posing their own questions and organising their work;</li><li>▪ Greater familiarity with specialist vocabulary;</li><li>▪ Knowing about a greater database of relevant and precise information including the significant features, chronology and changes and vocabulary/terminology including recognising the finer nuances;</li><li>▪ Being better at explaining why things were as they were;</li><li>▪ Showing greater insights when making comparisons and contrasts within and outside the theme and the ability to make links and connections;</li><li>▪ Knowing about the evidence used to produce conclusions and the usefulness of that evidence;</li><li>▪ Wider but focused structured imagination;</li><li>▪ Understanding how the local situation is typical of the wider picture;</li><li>▪ Better demonstration of the significance of key issues.</li></ul>		
<b>Enquiry 2: Why were improvements made to transport in the locality?</b>			
<b>LEARNING OBJECTIVES</b>	<b>KEY CONTENT AND SUGGESTED LESSON IDEAS</b>	<b>SUGGESTED RESOURCES</b>	<b>ASSESSMENT CRITERIA</b>
<b>Children should learn:</b>			Can the children;

<ul style="list-style-type: none"> <li>▪ The difference between change and continuity;</li> <li>▪ Reasons for change and continuity</li> </ul>	<p><b>Why do things change?</b></p> <p>Pupils consider reasons why some things change and some things change the same. Discuss what are the most important reasons for change, eg. need, technological discovery, money etc.</p> <p>Pupils debate what have been the greatest changes to transport in the last 200 years and why they have decided on their choices.</p>	<p>Material from selected text, topic books, websites or sources.</p>	<ul style="list-style-type: none"> <li>• Determine change and continuity;</li> <li>• Assess reasons for changes?</li> </ul>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The importance of sequence in changes;</li> <li>▪ The factors affecting change and development;</li> <li>▪ Reactions to change and development.</li> </ul>	<p><b>Why did changes occur in the order they did?</b></p> <p>Sequence various changes and ask pupils to consider the key changes and developments. Ideally using local examples.</p> <p>Ask pupils to consider how it might have been possible for these changes to happen and why they might not have occurred at a different time. Discuss whether things might have been different.</p> <p>Brief class debate/discussion. How might local people at the time have reacted to some of these changes?</p>	<p>Local history sources – could use examples from further afield.</p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>• show an understanding of the reason why changes occurred as they;</li> <li>• explain how people might have felt and acted at the time?</li> </ul>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ The key features of the local transport</li> </ul>	<p><b>How might local people have reacted to CASE STUDY?</b></p>	<p>Collection of sources from locality such as pictures, photographs, written sources, official records, newspapers.</p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>• Identify key features of a</li> </ul>

<p>scene at times in the past;</p> <ul style="list-style-type: none"> <li>▪ Attitudes towards and gains/losses</li> </ul>	<p>Choose an appropriate local example of transport development, eg. turnpike road, canal, railway. Several examples could be shared amongst groups or everyone examine one.</p> <p>Brief research on the development – why, where, who financed it, how much opposition there was, how did it affect the landscape.</p> <p>Discuss how much difference it was likely to make to the community – ie. who did it most impact on, who gained and who lost. List the possible changes it made and decide whether it was good.</p> <p>Discuss attitudes from different people, eg. a landowner/businessman, a poor farmer, a navvy, a middle class family, transport manager of an earlier form of transport, the local church. Why might they have these different attitudes – could hold a debate, letter writing or an enquiry as to whether it should have been constructed.</p>		<p>historical situation;</p> <ul style="list-style-type: none"> <li>• make enquiries and understand the significance of what was happening at the time;</li> <li>• explain effects of transport developments on the community;</li> <li>• communicate understanding in different formats?</li> </ul>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>▪ How developments in transport in the locality occur;</li> <li>▪ How at the time people may have viewed the developments and situations;</li> </ul>	<p><b>Would local people have thought more of the turnpike road, canal or railway?</b></p> <p>Investigate or outline the key features of changing transport since its building up to the present day marking on a timeline. Discuss features such as continuity, change, overlapping periods, how one</p>	<p>Sources including pictorial evidence.</p>	<p>Can the children:</p> <ul style="list-style-type: none"> <li>• compare and contrast transport developments;</li> <li>• use their imagination creatively to describe a past situation;</li> </ul>

<ul style="list-style-type: none"> <li>How different forms of transport might compare;</li> </ul>	<p>affected the other.</p> <p>Consider the nature of journeys using these forms of transport, eg. an imaginative journey in the locality including descriptions of what they may have seen and experienced at the time, ie. bringing in details of the local landscape.</p> <p>Comparative discussion – what might have been the different attitudes over time to these forms of transport (it could be two or three types depending on what existed locally)? Decide as a class which may have had the most positive support including whether this would have changed over time.</p> <p>Pupils could act in role – taking the parts of people affected.</p>		<ul style="list-style-type: none"> <li>debate likely attitudes of the time?</li> </ul>
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>To make judgements and generalisations about the theme bringing together what they have learnt and substantiating this with appropriate evidence.</li> </ul>	<p><b>Final activity</b></p> <p>This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry.</p> <p>This could involve assessing their understanding of their response to the overarching question – what would your feelings be to each of these transport developments if you lived at the time?</p>		<p>Can the children:</p> <ul style="list-style-type: none"> <li>Organise and collate their previous learning?</li> </ul>



### **How will this enquiry help children to make progress in history?**

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the locality as well as the wider context. This awareness should include big picture/outline as well as depth based on more detailed local analysis and case studies. These skills and concepts include:

- Acquisition of specialised vocabulary and terminology;
- Key features of historical periods and situation including making summaries, judgements and generalisations;
- Historical enquiry including research;
- Organising material;
- Making inferences and imagining historical situations and choices;
- Understanding significance;
- A sense of space and geography;
- Cause, consequence and motivation including reactions to changes and developments;
- Sequence, change, continuity, progression and development and a sense of duration;
- Comparison and contrast, similarity and difference, variety;
- An understanding of the nature and use of evidence;
- Communicating historical understanding in different ways such as written, debate, discussion, role play..

### **How this enquiry might be adapted for children of different ages and different abilities?**

There are certain key ideas it is important that children of all ages and abilities acquire, namely:

Older and/or more able children could demonstrate a more in-depth understanding of this society by:

- More independence in carrying out investigations including posing their own questions and organising their work;
- Greater familiarity with specialist vocabulary;
- Knowing about a greater database of relevant and precise local and national information including the significant feature and issues, chronology and changes and vocabulary/terminology including recognising the finer nuances;
- Being better at explaining why things were as they were;
- Better recognition of alternative views and the tentative nature of conclusions;
- Showing greater insights when making comparisons and contrasts within and outside the theme and the ability to make links and connections;
- Knowing about the evidence used to produce conclusions and the usefulness of that evidence;
- Wider but focused structured imagination;
- Understanding how the local situation is typical of the wider picture.

Enquiry 3: How much difference did these improvements in transport make to the local area?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<b>Children should learn:</b> <ul style="list-style-type: none"><li>▪ To reconstruct situations from a range of source material;</li><li>▪ To use and evaluate sources.</li></ul>	<b>Who would make most use of this transport development? (refer back to earlier CASE STUDY).</b>  Use sources such as timetables, maps, photographs, usage figures, costs, articles etc to determine who was likely to use this form of transport, eg. timetables might allow pupils to see the times of services and infer who might use them at particular times. If the case study has insufficient material then 2 or more examples could be used. This activity is likely to be fixed at one point in time or over a small period of time.	Archival sources related to the enquiry - Written, pictorial, tabular, even YouTube footage. Specialist thematic books and articles such as local history journals.	Can the children: <ul style="list-style-type: none"><li>• use a range of sources appropriately to answer a historical question?</li></ul>
<b>Children should learn:</b> <ul style="list-style-type: none"><li>▪ To assess change over time;</li><li>▪ To discuss reasons for</li></ul>	<b>How far did this transport continue to benefit the local community?</b>  This follows from the earlier question but looks at it over a longer period of time possibly the whole existence of this form of transport. Pupils can	As above.	Can the children: <ul style="list-style-type: none"><li>• Demonstrate an understanding of change over a longer period of time;</li><li>• Produce timelines?</li></ul>

change.	produce timelines of the fortune of this method of transport using sources such as statistical data to examine trends. They can consider why the developments occurred, eg. competing transport, changed needs.		
<b>Children should learn:</b> <ul style="list-style-type: none"> <li>The value of tangible remains and how they can be interpreted;</li> <li>Why evidence survives as it does.</li> </ul>	<b>What evidence exists today and how useful is it?</b>  This might involve fieldwork to examine the surviving evidence – eg. tollhouses, canal warehouses, old stations and trackbed. Pupils consider how this evidence helps understanding of the use and problems caused by this method of transport.	Field evidence, photographs, then and now scenes.	Can the children: <ul style="list-style-type: none"> <li>use evidence outside the classroom to reconstruct a historical situation;</li> <li>demonstrate why some evidence survives and others does not?</li> </ul>
<b>Children should learn:</b> <ul style="list-style-type: none"> <li>How and why transport has evolved into its present form in the locality.</li> </ul>	<b>How and why has transport changed in recent times?</b>  Brief research on the main methods of transport used in recent times. Pupils investigate new forms of transport in the locality such as new roads, buses and how and why this impacted on the area. Pupils interpret sources and evaluate why these methods may have superseded earlier forms of transport.	Text and topic books, website. Local history sources such as archival images.	Can the children: <ul style="list-style-type: none"> <li>show enquiry skills;</li> <li>explain why changes have occurred?</li> </ul>
<b>Children should learn:</b> <ul style="list-style-type: none"> <li>To assess what they have learnt about changes to come to a judgement</li> </ul>	<b>Final activity</b>  This final activity provides the children with the opportunity to reflect on the enquiry question and show what they have learnt throughout the enquiry.  This could involve assessing their		Can the children: <ul style="list-style-type: none"> <li>Summarise their learning over the whole unit of work?</li> </ul>

about transport developments in the locality.	understanding of their response to the overarching question – has transport in the locality improved for everyone over the last XXXX years?		
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- Acquisition of specialised vocabulary and terminology;
- Key features of historical periods and situation including making summaries, judgements and generalisations and being able to discuss the typicality of situations and events;
- Historical enquiry including research and organising material;
- Making inferences and imagining historical situations and choices;
- Understanding significance;
- A sense of space and geography;
- Cause, consequence and motivation including reactions to changes and developments;
- Sequence, change, continuity, progression and development and a sense of duration;
- Comparison and contrast, similarity and difference, variety;
- An understanding of the nature and use of evidence;
- Communicating historical understanding in different ways.

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