

# The Abbey Hill CURRICULUM



How did we  
get there?



*Achieving our dreams together*





# How did we get there?



## Key Idea:



All aboard for a journey through time! In 1814, George Stephenson built the first steam train, changing travel forever. Our local train station whisks us off to places like Nottingham and Worksop. From coal to electricity, trains have evolved! Then, take flight with the Wright brothers, who flew the first powered airplane in 1903. Amelia Earhart was the first woman to fly solo across the Atlantic. Ready to explore? The adventure begins now!

## We will:



Open our very own class museum so people can learn all about the history of transport.

## Core Text:



Emma Jane's  
Aeroplane  
Katie Haworth



## Core Knowledge



1. The first steam train was built by George Stephenson in 1814.
2. We have a train station in Kirkby which can take us to places such as Nottingham, Mansfield and Worksop.
3. Early trains used coal but modern trains run on electricity or diesel fuel.
4. The Wright brothers flew the first powered airplane in 1903.
5. E&D [Amelia Earhart was the first woman to fly solo across the Atlantic Ocean.](#)
6. Air travel helps people travel between countries quickly.

## Disciplinary Knowledge

### Being a Historian:



Know ways in which everyday objects have changed over time e.g. toys and phones, and how they have changed in their lives so far.

Know that people, places objects and life itself change over time.

Know there are similarities and differences between new and old objects and life now and in the past.

Know there may be differences about how adults talk about the past and how they remember things.





## Lesson 1 – The First Steam Train

| Section                       | Content   |
|-------------------------------|---|
| <b>Learning intention</b>     | Understand how transport has changed over time and learn about significant individuals in the past (National Curriculum History KS1).   |
| <b>Disciplinary Knowledge</b> | Know ways in which everyday objects have changed over time e.g. toys and phones, and how they have changed in their lives so far.   |
| <b>Key knowledge covered</b>  | The first steam train was built by George Stephenson in 1814.   |
| <b>What the teacher does</b>  | Show paired images of early and modern trains. Tell the story of George Stephenson and the first steam train (1814). Model placing 1814 on a class timeline and compare it to “now.” Provide simple comparison prompts (old/new). Guide discussion about what is the same and different. Support pupils to add the steam train to the timeline. |
| <b>What the pupils do</b>     | Handle and explore paired image cards (old/new trains)<br>Verbally compare using structured sentence stems:<br>“I can see...” / “This is different because...”<br>Sequence images into “then” and “now”<br>Place steam train onto class timeline with teacher support<br>Turn and talk:<br>“Would you rather travel on this train? Why?”        |
| <b>Evidence</b>               | Annotated class timeline contribution (photo)   |
| <b>Adaptation</b>             | <b>Dual Coding</b> – paired visuals of old and modern trains  |

## Lesson 2 – Our Local Train Station

| Section                       | Content   |
|-------------------------------|---|
| <b>Learning intention</b>     | Use simple geographical skills to understand their local area and how people travel (National Curriculum Geography KS1).  |
| <b>Disciplinary Knowledge</b> | Know there are similarities and differences between new and old objects and life now and in the past.   |
| <b>Key knowledge covered</b>  | We have a train station in Kirkby which can take us to places such as Nottingham, Mansfield and Worksop.  |
| <b>What the teacher does</b>  | Show a simple map with Kirkby clearly marked. Model locating Kirkby and tracing a route to a nearby town (e.g. Nottingham). Share real images of Kirkby station. Teach key vocabulary: station, route, journey. Provide simple map templates and demonstrate how to draw and label a route. Guide pupils to describe where trains can go. |
| <b>What the pupils do</b>     | Locate Kirkby using supported map prompts<br>Draw a simple route using arrows/lines<br>Label destination with support   |





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| <b>Evidence</b>   | <b>Individual simple map</b> showing route from Kirkby station             |
| <b>Adaptation</b> | <b>Resources and Aids</b> – pre-labelled map templates and symbol stickers |

### ● Lesson 3 – How Trains Are Powered

| Section                       | Content  |
|-------------------------------|--|
| <b>Learning intention</b>     | Identify similarities and differences between ways transport has changed (National Curriculum History KS1).  |
| <b>Disciplinary Knowledge</b> | Know there are similarities and differences between new and old objects and life now and in the past.  |
| <b>Key knowledge covered</b>  | Early trains used coal but modern trains run on electricity or diesel fuel.  |
| <b>What the teacher does</b>  | Show images of coal-powered steam trains and modern electric/diesel trains. Explain the difference in how they are powered. Model comparison language (past/now, old/new). Create a class comparison chart or Venn diagram. Provide sentence stems and guide pupils to describe differences. |
| <b>What the pupils do</b>     | <ul style="list-style-type: none"> <li>• Sort images into coal vs electric/diesel</li> <li>• Contribute ideas to class comparison</li> <li>• Practise saying full comparison sentences</li> </ul>  |
| <b>Evidence</b>               | Photo of pupils contributing to class comparison chart   |
| <b>Adaptation</b>             | <b>Chunking</b> – comparison broken into small guided steps  |

### Lesson 4 – The First Airplane

| Section                       | Content  |
|-------------------------------|--|
| <b>Learning intention</b>     | Learn about significant events beyond living memory (National Curriculum History KS1).   |
| <b>Disciplinary Knowledge</b> | Know there may be differences about how adults talk about the past and how they remember things.   |
| <b>Key knowledge covered</b>  | The Wright brothers flew the first powered airplane in 1903.   |
| <b>What the teacher does</b>  | Tell the story of the Wright brothers and the first flight (1903). Show images or short video of the early airplane. Briefly compare early and modern planes. Model how to build a simple airplane using Lego or junk materials. Teach key vocabulary: wings, propeller, flight. Provide example models and visual build steps. Guide pupils during construction and discussion. |
| <b>What the pupils do</b>     | <ul style="list-style-type: none"> <li>• Take part in quick freeze-frame of the first flight</li> <li>• Build a simple model airplane using Lego or junk materials</li> <li>• Verbally explain one feature of their plane</li> <li>• Place models in class “transport timeline area”</li> </ul>  |





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| <b>Evidence</b>   | Photo of finished plane model with pupil oral explanation                            |
| <b>Adaptation</b> | <b>Resources and Aids</b> – pre-cut materials, example model, and visual build steps |

### Lesson 5 – Amelia Earhart

| Section                       | Content   |
|-------------------------------|---|
| <b>Learning intention</b>     | Learn about significant individuals who have contributed to international achievements (National Curriculum History KS1).   |
| <b>Disciplinary Knowledge</b> | Know there may be differences about how adults talk about the past and how they remember things.  |
| <b>Key knowledge covered</b>  | Amelia Earhart was the first woman to fly solo across the Atlantic Ocean.   |
| <b>What the teacher does</b>  | Introduce Amelia Earhart through a short narrative. Explain her achievement (first woman to fly solo across the Atlantic). Discuss why this was important. Model simple sentence stems for historical explanation. Set up hot-seating (teacher in role optional). Provide speech bubble templates and guide pupils to generate ideas. |
| <b>What the pupils do</b>     | <ul style="list-style-type: none"> <li>• Hot-seat Amelia Earhart (teacher in role optional)</li> <li>• Create speech bubbles about her achievement</li> <li>• Discuss why she is remembered</li> </ul>  |
| <b>Evidence</b>               | Speech bubble writing (short)   |
| <b>Adaptation</b>             | <b>Preteaching</b> – key vocabulary introduced before task  |

### Lesson 6 – Investigating Diecast Trains & Planes








| Section                       | Content   |
|-------------------------------|---|
| <b>Learning intention</b>     | Explore how different types of transport have changed over time using hands-on diecast models.  |
| <b>Disciplinary Knowledge</b> | Know ways in which everyday objects have changed over time and how they have changed in their lives so far.   |
| <b>Key knowledge covered</b>  | Pupils learn to compare trains and planes, noticing differences between historical and modern versions.   |
| <b>What the teacher does</b>  | <ul style="list-style-type: none"> <li>• Introduce a selection of diecast models: 3 trains (steam, diesel, high-speed) and 3 planes (early propeller, Concorde, modern Airbus)</li> <li>• Model close observation: look at materials, size, shape, wheels/landing gear, livery</li> <li>• Demonstrate recording observations in a simple table (“Train vs Plane” and “Old vs New”)</li> <li>• Ask guided questions: “What is the same? What is different?”</li> <li>• Highlight vocabulary: steam, diesel, electric, propeller, wings, flight, speed</li> </ul> |







## Creating Our Transport Museum

| Section   | Content  |
|---|--|
|  <b>Learning intention</b>     | Use historical knowledge to present information about transport from the past and present.   |
|  <b>Disciplinary Knowledge</b> | Know ways in which everyday objects have changed over time.  |
|  <b>Key knowledge covered</b>  | Retrieval and synthesis of all six knowledge points.   |
|  <b>What the teacher does</b>  | <p>Organise the classroom into clearly defined museum zones (e.g. trains past/present, airplanes past/present, local transport), ensuring each area has models, images and maps ready</p> <p>Prepare and place label templates and writing materials at each station before the lesson</p> <p>Model how to be a museum guide by standing next to an exhibit and demonstrating a short explanation using a clear structure: “This is... In the past... Now... This is important because...”</p> <p>Provide a live example using one class artefact, thinking aloud how to explain it</p> <p>Model how to create an exhibit label using a visual example (object name, past/present and one key fact)</p> <p>Revisit the six key knowledge points briefly to support retrieval before pupils begin</p> <p>Assign or support pupils to select an exhibit and position it within a museum zone</p> <p>Guide pupils to rehearse explanations through paired talk before presenting</p> <p>Circulate to prompt and support using simple questions: “What is it?”, “Is it past or present?”, “Why is it important?”</p> <p>Structure the session so pupils have time to prepare, rehearse and present</p> <p>Facilitate a museum visit (another class or within class), prompting pupils to present clearly</p> |
|  <b>What the pupils do</b>   | <p>Create simple exhibit labels</p> <p>Rehearse explaining their transport item</p> <p>Role-play museum guides for visitors</p>  |
|  <b>Evidence</b>             | Photo/video of pupils acting as museum guides  |
|  <b>Adaptation</b>           | <b>Environments</b> – clearly structured museum spaces with visual prompts   |

