Project Summary

Phase: Year 2 **Term:** Summer 2

Project Title:	Marvelous Motors
Main curriculum area	History
Secondary curriculum area(s)	DT

Project purpose:

Children will by looking at a range of photographs (of family, technology, buildings) and discussing how we now which ones are from the past. Once children have drawn conclusions as to how we know things are from the past, they will focus of transport. What is transport? What is a vehicle? How has it changed? Why do things change? – speed, comfort, design, technology. With these things in mind, children will become manufacturers to design their own transport.
From this, children will learn about the local historical figure - William Richard Morris (Lord Nuffield). They will spend time learning about his life in Oxford and his significance and achievements in the car industry. They will explore and discuss how transport has changed within living memory and compare/contrast when thinking about how and why transport has changed over time. Throughout the project it will be ensured that the children are making connections to not only the past but their local area building upon their appreciation for where they are from.

Building on Prior Learning:	Preparing for future learning:	Connections to other curriculum areas:
DT Touch and feel books History of explorers (Jeanie Baret, Neil Armstrong) History of the Great fire of London History of keeping in touch through the ages History of Guy Fawkes	Year 3 and 4 The stone age The roman empire The Egyptians Th history of Oxford high street	DT- planning, creating and evaluating their own vehicles

Planning stages overview:

Engage	Develop	Innovate	Express
Pupils will investigate through inference and questioning. Find someone's belongings - car, toolkit, wheel, picture of a penny farthing, picture of the mini plant. Whose is it? 2/ True or false? Sort the facts in to sorting hoops. (Use unusual facts)	Who is William Richard Morris? Learn about WM – who he was, where he was from, why is he significant Look at similarities and differences within living memory. What are cars like then/now? Understand how and why transport has changed over time.	Car manufacturers. Children to design their own car, develop their design, make it by selecting materials/tools and then evaluate.	Car showroom

Wood Farm Values

Opportunities for ambition:	Opportunities for beauty	Opportunities for connection

To be experts on WM and who he was. Build their own cars to be shown at a car show.	Create their own car	Connections to the past Connections to our local area

Knowledge and skills aims (taken from WFS 'I can' Progression document)

Similarities, differences and connections
I can describe similarities and differences between historical artefacts and pictures. I can describe how my life is different to people in the past.

Cause and consequence
I am beginning to understand cause and effect by looking at a significant figure's actions and what happened as a result. I can recognise, recall and make observations about who, what and where was important in an historical event/account.

Historical questioning
I can ask and begin to answer questions about events I have learnt about, such as: When? What happened? What was it like…? Why? Who was involved?

Historical enquiry
I know different ways to find out about the past, e.g. using artefacts, pictures and stories.
I can build a 'bigger picture' of a historical event, person or period, using a range of different information sources.

Significant Individuals
I can sequence the story of a significant historical figure. I can compare aspects of life in different times using my understanding of two or more significant figures.

Continuity and change
I can compare my own life and interests with other times (such as when I was younger) and recall events from the past. I can describe how everyday life, places and people have changed or stayed the same throughout different times I've learnt about.

Chronology
I can begin to place people, pictures and events I have learnt about into a chronological timeline. I can use and remember key dates to show when things have happened.

Historical Vocabulary
I can use simple historical vocabulary to describe the passing of time, such as: now, then, after, before, long ago, time order, past, present and future. I can use accurate terms to show units of time, such as: year, decade and century, yesterday, today, and tomorrow.
I know the meaning of words which help me compare and explore different times and people, such as: same, different, change, important, event, artefacts.

Recording historically
I can retell a story or significant event from my own past. I can use different ways to communicate my understanding of events, such as: stories, pictures, drama, writing and presenting.