River Wide, Ocean Deep
Year 4

What I have already learnt (In Year 3)

Chronological understanding:
I have learnt to develop my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline.
I have learnt to confidently make links between areas of history I have studied in Year 3 and previously, identifying similarities between them

Vocabulary:
I have learnt to use a range of names and words from the areas I have studied in Year 3 as well as remembering a few names and words from previous study.
I have learnt to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.
I have learnt a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning:
I have learnt to ask more in-depth questions for my age to develop my understanding.
I have learnt to answer questions accurately related to the area of study and used sources to justify my answers.

Knowledge:
I have learnt to remember a range of key facts and information from areas of study in Year 3.
I have learnt to identify at least two ways we gather information.
I have learnt to use at least one type of source of information confidently

Steam	When heated, water turns to an invisible vapour known as steam. The volume of water expands as it turns to steam inside the boiler, creating a high pressure. The expansion of stem pushes pistons that connect to the wheels.
Diesel	Diesel locomotives use electricity to drive forward motion. An engine turns a shaft that drives a generator which makes electricity. This energy powers large electric motors at the wheels called 'traction motors.
Electric	Electricity is passed from the wheels to the motor, causing it to spin. A mechanical drive system likes the motor to the wheels. The motor turns the gears that turn the wheels.
High-Speed Trains	High-speed trains run on conventional tracks similar to conventional gauge systems. These trains have two synchronised engines, one at either end. They receive power from overhead supply lines.

What will I know by the end of this unit?

• Describe some benefits of the growth of the railway network in Great Britain.
• Name some important individuals, famous locomotives and early railway lines.
• Describe the different locomotive technologies that have developed over time.
• Describe some of the main train routes in Great Britain.
• Explain both positive and negative effects of the railways on Whitby.
• Know some biographical details about some historically significant individuals and locomotives.

Rocket	Flying Scotsman	Mallard	Evening Star
George Stephenson 1829	Sir Nigel Gresley 1923	Sir Nigel Gresley 1938	RA Riddles 1960
Record speeds of 29mph (miles per hour).	First steam locomotive to travel non-stop from London to Edinburgh.	Broke the world record in 1938 for the fastest ever steam locomotive – 126mph.	The last steam locomotive for British Railway.
Won the Rainhill Trials.	The first steam locomotive to reach a top speed of 100mph.	Travelled nearly 1.5 million miles in its 25-year career.	Could transport passengers at over 90mph.

I will have learnt by the end of my Key Stage:

• I will have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
• I will have noted connections, contrasts and trends over time and developed the appropriate use of historical terms.
• I will have regularly addressed and sometimes devised historically valid questions about change, cause, similarity and difference, and significance.
• I will have constructed informed responses that involve thoughtful selection and organisation of relevant historical information.
• I will understand how our knowledge of the past is constructed from a range of sources.

Key Knowledge

Many artists painted scenes of railway stations and trains as there was huge public interest in the world of locomotives.
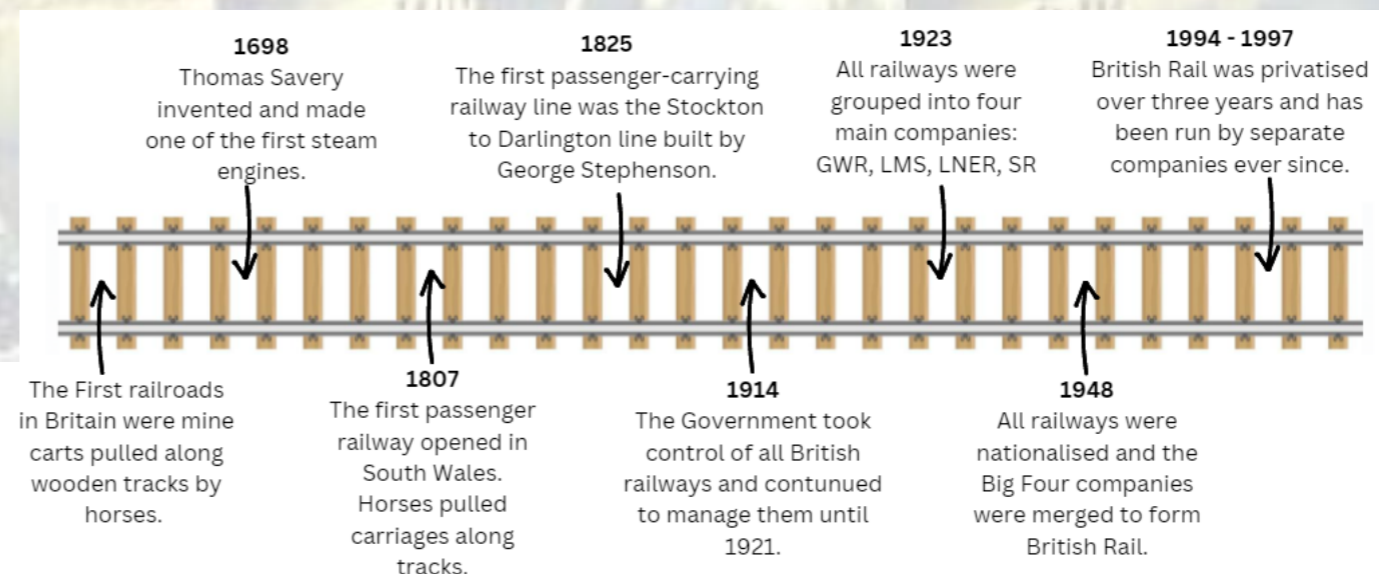

'A Railway Terminus' by Henry Carr 1941

'Taking on Water' by Thomas Bury 1831

'The Railway Station' by William Powell Firth 1862

1698
Thomas Savery invented and made one of the first steam engines.

1825
The first passenger-carrying railway line was the Stockton to Darlington line built by George Stephenson.

1923
All railways were grouped into four main companies: GWR, LMS, LNER, SR

1994 - 1997
British Rail was privatised over three years and has been run by separate companies ever since.

1807
The first passenger railway opened in South Wales. Horses pulled carriages along tracks.

1914
The Government took control of all British railways and contunued to manage them until 1921.

1948
All railways were nationalised and the Big Four companies were merged to form British Rail.

The First railroads in Britain were mine carts pulled along wooden tracks by horses.

Key Vocabulary

Locomotive
'Moving engine'. A vehicle that moves using its own power.

nationalised
Under the government's control and management.

passenger
A person riding in a vehicle.

privatised
Run by individual, private companies.

railroad
An old term for railway.

The Big Four
The main 4 British railway companies. Great Western Railway (GWR), London Midland and Scottish Railway (LMS), London and North Eastern Railway (LNER) and Southern Railway (SR).

Positive
A desirable quality or attribute

Negative
A undesirable quality or attribute

Impact
An effect or influence of an action or event

Rainhill Trials
A competition designed to find the locomotive fit to run on the new Liverpool to Manchester Line in 1829

Timeline
A chronological arrangement of events in order of their occurrence.

Steam Train
A locomotive that provides the force to move itself and other vehicles by means of the expansion of steam.

Diesel Train
A diesel locomotive is a type of railway locomotive in which the prime mover is a diesel engine.

Electric Train
An electric locomotive is a locomotive powered by electricity from overhead lines.

Key Historical Concepts

- Chronology Empire
- Civilisation
- Wider world history
- Continuity and change
- Cause and consequence
- Similarity/difference/significance
- Local history
- Culture
- Economy
- Governance
- Vocabulary

Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital

There is an opportunity here to look at the impact of the railways on different people's lives and link this to learning about railway uses/development in other parts of the world- for example the development of the Japanese Bullet Train.

There is the opportunity for children to learn the rich history of the places surrounding their school- possibly through a visit to their local railway station or the NYMR. This unit will help them understand how different societies throughout history used railway and how this impact their lives today- helping them to develop respect and understanding of how fortunate we are in our country/locality to have access to the railway.

My Skills and Knowledge that I may use from other subjects

Mathematics: I can use my maths knowledge to work out how long-ago events happened.

Literacy: I can use my reading and comprehension skills to further my knowledge of railway development. I use my oral language to argue for and against the development of the railway.

Geography: I can use my geographical map skills to find out where major railways are located.

Science: I can use my knowledge of rocks to analyse the crown jewels.

Art: I can use my art skills to analyse and evaluate artwork which depicts the railway.

D&T: I can use my knowledge of design and technology to study the mechanisms within locomotives and their developments.

Recall and Remember

1. Can you name the year that the first steam engine was invented in?

   _____

2. What is the name of the railway with the acronym LNER?

   _____

3. Can you name one positive impact the railway had on Whitby?

   _____

4. Write an explanation of how steam trains work.

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