

Unit 8 Transport

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LCP

History

Resource File Foundation Stage

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Acknowledgements

The authors and publisher would like to thank the following for assistance, photographs and permission to reproduce material in this publication:

Warwickshire County Museums Service; Heritage Education Warwickshire; M. Ball; M. O'Leary; J. Jarvis.
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ISBN 1 905101 79 1

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Introduction

The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

Many of the songs and musical rhymes can be found in the following publications:

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 

LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: ⚠

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

DA – Dispositions and attitudes (*Personal, social and emotional development*)

SD – Social development (*Personal, social and emotional development*)

ED – Emotional development (*Personal, social and emotional development*)

LCT – Language for communication and thinking (*Communication, language and literacy*)

LSL – Linking sounds and letters (*Communication, language and literacy*)

R – Reading (*Communication, language and literacy*)

W – Writing (*Communication, language and literacy*)

NLC – Numbers as labels and for counting (*Mathematical development*)

C – Calculating (*Mathematical development*)

SSM – Shape, space and measures (*Mathematical development*)

KUW – Knowledge and understanding of the world

PD – Physical development

CD – Creative development

Transport *Medium-term plan*

Expectations

At the end of the unit, most children will:	Some children will not have made so much progress and will:	Some children will have progressed further and will:
<ul style="list-style-type: none"> find out about past and present events in their own lives and in those of their families and other people they know. 	<ul style="list-style-type: none"> find out about past and present events in their own lives. 	<ul style="list-style-type: none"> place events, people and changes into correct periods of time; use dates and vocabulary relating to the passing of time; ask and answer questions and select and record information relevant to the focus of enquiry; recall, select and organise historical information.

Key question What are the differences between steam trains and trains today?

Learning objectives	FS profile	KS1 PoS	Stepping stones	Teaching & learning ideas	Learning outcomes	KS1 cross-curricular links	Assessment opportunities
Children learn to: <ul style="list-style-type: none"> use the vocabulary of time in discussions; name and talk about their experiences of trains and train journeys; recognise the differences between a train today and a train from the past; sequence a story of a train journey. 	DA 6, 7, 8 ED 4, 5, 6 LCT 4, 5, 6, 7, 8, 9 W 4, 5, 6, 7, 8 NLC 4, 5, 6, 7 KUW 4, 5, 6, 7 PD 4, 5, CD 4, 5, 7, 8	1a 1b 2b 4a 4b 5a	Step 1 Talks about any train journeys they have been on or trains that they have seen. Step 2 Shows interest in other children's experiences of trains and train journeys. Step 3 Shows some evidence of emerging sense of chronology relating to trains now and in the past. Step 4 (goal) Shows evidence of emerging sense of chronology, can sequence trains over time, and uses everyday terms for the passing of time.	Children: <ul style="list-style-type: none"> discuss their experiences of trains and train journeys; play simple number games; sequence the events of a story; use song and movement to replicate a steam train; visit a suitable location; discuss with a relevant adult their experiences of trains; contribute to a class artwork; contribute to a class book on their visit; recreate role-play experiences. 	Children: <ul style="list-style-type: none"> understand the differences between train journeys in the past and train journeys today. 	Art and design Exploring and developing ideas, 1a, b English En1: Speaking and listening, 1, 2; Group discussion and interaction, 3 Geography Geographical enquiry and skills, 1a, 2d ICT Finding things out, 1a, b; Sharing information, 3 Music Listening and applying knowledge skills, 4a, c, d; Controlling sounds through singing and playing – performing skills 1a, b, c	Can the children: <ul style="list-style-type: none"> use the vocabulary of time in discussions? sequence the events of a train journey? ask questions about trains from long ago? recognise the differences between trains today and trains from the past? take simple photographs with the digital cameras? make a simple record of their visit? use their knowledge in a role-play situation? understand the need for simple rules and codes of behaviour? use language to recreate their experience? listen with enjoyment to relevant stories, songs, rhymes and poems? communicate through phrases and simple sentences? use number to assist in the understanding of time? consolidate their learning with a simple ICT activity?

Transport

Unit overview

In this unit, children reinforce their awareness of chronology by comparing trains in the past and present. They also talk about journeys in the context of the passing of time.

Foundation stage profile

DA 6, 7, 8 **ED** 4, 5, 6 **LCT** 4, 5, 6, 7, 8, 9 **W** 4, 5, 6, 7, 8 **NLC** 4, 5, 6, 7 **KUW** 4, 5, 6, 7 **PD** 4, 5 **CD** 4, 5, 7, 8

Stepping stones

Step 1

Remember and talk about significant things that have happened to them

Talks about any train journeys they have been on or trains that they have seen

Step 2

Show interest in lives of people familiar to them

Shows interest in other children's experiences of trains and train journeys.

Step 3

Begin to differentiate between past and present

Shows some evidence of emerging sense of chronology relating to trains now and in the past.

Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

Shows evidence of emerging sense of chronology, can sequence when trains were in use, and uses everyday terms for the passing of time.

Links to KS1 History

Children should be taught to:

1a place events and objects in chronological order;

1b use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past);

2b identify differences between ways of life at different times;

4a find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

4b ask and answer questions about the past;

5a select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

KS1 cross-curricular links

Art and design: Exploring and developing ideas, 1a, b

English: En1: Speaking and listening, 1, 2; Group discussion and interaction, 3

Geography: Geographical enquiry and skills, 1a, 2d; Knowledge and understanding of places, 3a

ICT: Finding things out, 1a, b; Sharing information, 3

Music: Listening and applying knowledge skills, 4a, c, d; Controlling sounds through singing and playing – performing skills, 1a, b, c

Learning objectives

Children learn to:

- use the vocabulary of time in discussions;
- name and talk about their experiences of trains and train journeys;
- recognise the differences between a train today and a train from the past;
- sequence a story of a train journey.

Learning outcome

Children:

- understand the differences between train journeys in the past and train journeys today.

Resources

- **Activity sheet AS 8.1** *Hannah and Gurdip's train journey 1*
- **Activity sheet AS 8.2** *Hannah and Gurdip's train journey 2*
- **Activity sheet AS 8.3** *Steam-train engine*
- **Activity sheet AS 8.4** *Steam-train carriage*
- **Activity sheet AS 8.5** *Helping children on a visit*
- **Activity sheets AS 8.6a/b** *Our visit*
- CD player
- coloured sticky dots
- digital cameras
- **Flipbook, pages 12 and 13**
- glue
- **History Foundation Stage Audio CD**, tracks 17 and 18
- large dice
- musical instruments
- paints
- parental help

continued...

Resources (continued)

- pencils, crayons
- **Permission letter** (Appendices)
- **Risk assessment form** (Appendices)
- steam-train driver or enthusiast
- toy train
- very large cardboard boxes

Vocabulary

carriage; driver; engine; journey; long ago; puff; rails; seaside; steam train; ticket; ticket inspector; track; train; visit.

Practical activities

Introductory activity

Resources: toy train

Using a toy train as a starting point, discuss with the children their experience of trains and train journeys. Ask: *Has anyone been on a train journey? Where did you go? What was it like?* Talk about why people take the train – going on holiday, travelling to and from work, or going shopping. Talk about different sorts of train, such as the London Underground, the Eurostar, and the Orient Express.

The journey

Resources: **Activity sheet AS 8.1** *Hannah and Gurdip's train journey 1*; **Activity sheet AS 8.2** *Hannah and Gurdip's train journey 2*; **Flipbook, page 12**

Show children the storyboard in **Flipbook, page 12**. Encourage the children to tell the story shown in the pictures, and explore some vocabulary. Ask: What can we see in the pictures? What do you think is happening now? What do you think the ticket inspector said to the children. How do you think Hannah and Gurdip felt when they saw the sea? When you have gone through the story with the children, give out **Activity sheet AS 8.1** *Hannah and Gurdip's train journey 1*.

Ask the children to cut out the pictures on the sheet and to sequence them in the correct order.

1. At the ticket office
2. Getting on the train
3. Showing their ticket to the ticket inspector
4. Travelling through the countryside
5. Arriving at the seaside station

You may wish to extend this activity for some children with **Activity sheet AS 8.2** *Hannah and Gurdip's train journey 2*. Ask the children to cut out the text labels and match them to the correct pictures.

The children could go on to make tickets and signs, and role-play this scenario with adult help.

Trains from long ago

Resources: Flipbook, page 11; video clip from the *Thomas the Tank Engine* series, such as the one at www.thomasandfriends.com/uk/watch_thomas_and_friends_episodes_online.htm, or from your own video/DVD.

Show the children **Flipbook, page 11**. Ask if the first train they can see is like a train that we would travel on today. Ask the same question about the second picture. Encourage the children to talk about what they can see in the picture and discuss the differences. If possible, play the children a clip from *Thomas the Tank Engine*, either from a video or DVD, or from the website.

Train number game

Resources: CD player; **History Foundation Stage Audio CD**, track 17; coloured sticky dots; large dice; musical instruments; seven chairs

Set out six chairs to be the seats on the train, with another at the front for the driver. Stick dots (one to six) on the seats of the train. Ask each child to find a seat and before they sit down to count the number of dots they find on the seat. Ask the child in the driver's seat to make a steam whistle noise and throw the dice. The 'driver' counts the dots on the dice and says: the train driver wants to know who is sitting on seat number ... The child who is sitting on the seat with that number of dots gets up and swaps seats with the driver. The game continues until all the children have had a turn at being the driver.

Use the musical instruments to make the sounds of a train, which starts slowly, builds up speed, reaches its full speed and then slows down, reaches a station and stops. You can also make sound effects while chanting the following, or playing track 17 of the **History Foundation Stage Audio CD**:

Down By the Station

Down by the station early in the morning,
See the little steam trains standing in a row.
Can you see the driver pull the little whistle?
Choo choo choo and off we go.

Our train

Resources: **Activity sheet AS 8.3** *Steam-train engine*, one copy, enlarged to A3 size and photocopied on to card; **Activity sheet AS 8.4** *Steam-train carriage*, one for each small group, enlarged to A3 size and photocopied on to card; digital camera; glue sticks

Start by asking the children to take photographs of each other, or draw self-portraits, and do the same yourself. Ask each group of children to work together on decorating a carriage of a steam train. Each carriage could be decorated in a different way, for example, painting, collage and so on. Stick a photo/picture of each child in the carriage the group has made, and ask them to write their names, if appropriate. In the engine compartment, put a photograph of yourself or an other adult helper. Use the completed engines and carriages as part of a display introducing your class. More able children could write the noises that the train makes in the steamy 'speech bubbles'!

Steam train game

Resources: Suitable music, such as *Coronation Scott* by Vivian Ellis, and CD player; small-world people and objects, or toys, enough for each child to have one, and some spares; toy steam train or laminated picture of a steam train

Tell the children that they are going to play a game called 'What's on your steam train?' For this game, they need to choose one toy or object that their train might be carrying. Once the children have their objects, get them to sit in a small circle with their chosen object/toy in front of them. Choose one child to start and give the toy train/picture to them to pass around while music is playing. When the music stops, ask whoever is holding the steam train: *What's on your steam train?* They should respond: *In my steam train, I am carrying ...* This object then goes into the middle of the circle. When the music stops for the second time, both objects need to be listed – *In my steam train I am carrying ... and ...* The whole group can help with listing the objects if this is more appropriate.

Our visit

Resources: **Activity sheet AS 8.5** *Helping children on a visit*, one copy for each adult helper; additional adult help; digital camera, **Permission letter** (Appendices); **Risk assessment form** (Appendices)

Prior to the visit:

- risk-assess the location and activities (using the form provided);
- arrange travel;
- send a permission letter to parents/carers (for example, the permission letter provided) and ensure that you receive replies;
- arrange sufficient adult help;
- arrange for use of the school's digital cameras.

On the day

Welcome parental help. Identify the children they will be responsible for and explain the activity and learning objectives. Give each adult helper a copy of **Activity sheet AS 8.5** *Helping children on a visit*.

Take the children on a visit to museum where children have the opportunity to see a steam train. There are many rail museums and steam railways around the UK – to find your nearest one, visit www.heritagetrains.com/abc.html. Document the visit with a digital camera; wherever possible, encourage the children to draw and to take their own photographs. If possible, arrange a ride on a steam-powered locomotive.

Our book

Resources: **Activity sheets AS 8.6 a/b** *Our visit*; blank flashcards; plain A4 exercise book

Discuss and then sequence the visit. Make a list of the various stages, such as the journey, arriving at the museum, visiting the trains, riding on a train and so on. Write these on the blank flashcards. These can be used as word banks for the group book.

Give out **Activity sheets AS 8.6 a/b** *Our visit*. Read the words on the sheet with the children and explain that they have to draw and/or write the form of transport, the name of the place they visited and the different things they saw on the visit.

Make a book of the visit. Each child should contribute to the class book, for example, drawings, digital photographs, completed activity sheets and any work that they children did during the visit. Allow the children an opportunity to express their opinion on the visit, saying what they liked and what they disliked.

Our special visitor

Invite in a steam enthusiast, train driver or older person who remembers travelling on a steam train. Encourage the children to work with you before the visit to decide on questions that they would like to ask the visitor. Give your visitor a chance to see these questions a few days before their visit to the children.

Where possible, encourage your speaker to bring in photographs and artefacts to show the children.

Plenary

Ask the children about all the things they have learned about trains long ago. Ask if trains long ago were the same as ones we have today. Say: *How could we get to other places if we couldn't get there on the train?* Allow children time to think of other forms of transport. Ask children what their favourite form of transport is and why – elicit responses such as *A plane, because it takes me on holiday* or *A bike, because I can ride around my garden.*

Role-play opportunities

Role-play railways and journeys, using tickets, suitcases, hats, flags, watch and a whistle.

Working outside

Read aloud the rhyme below, or listen to track 18 of the **History Foundation Stage Audio CD.**

The Big Blue Train

There is a big blue steam train
Chugging down the track.
First it goes forward
Then it goes back.
Then the driver blows the whistle:
Whooo! Whooo! Whooo!
Down the rails the steam train puffs,
All the way to Crewe.

The children start by standing in a line, making a rhythmic steam-train noise and moving their arms backwards and forwards. On *First it goes forwards*, the children move forwards a few steps. They then move backwards on the next line. They make the whistle noise on the next line and then set off chugging around the playground until they are told to stop.

Make a big train from large cardboard domestic appliance boxes, and paint it. Then take the train on a journey around your outdoor play equipment.

Additional resources

Books

The Great Big Little Red Train series by Benedict Blathwayt (Red Fox)

Oi! Get off our train by John Burningham (Red Fox)

Catch Me, Catch Me!: A Thomas the Tank Engine Story (Random House Pictureback Reader)

Works of art

Rain, Steam and Speed by Joseph Mallard Turner

The Gare St-Lazare by Claude Monet

These can both be viewed by searching www.nationalgallery.org.uk, using the terms 'Rain', 'Steam' and 'Gare St-Lazare'.

Additional resources (continued)

Music

Coronation Scott by Vivian Ellis

La Toupie by Georges Bizet

ICT links

Thomas the Tank Engine activities can be found at www.hitentertainment.com/thomasandfriends/uk/

Carry out the Unit 8 sorting activity from the CD-ROM.

Assessment opportunities

Can the children:

- use the vocabulary of time in discussions?
- sequence the events of a train journey?
- ask questions about trains from long ago?
- recognises the differences between trains today and trains from the past?
- take simple photographs with the digital cameras?
- make a simple record of their visit?
- use their knowledge in a role-play situation?
- understand the need for simple rules and codes of behaviour?
- use language to recreate their experience?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- use number to assist in the understanding of time?
- consolidate their learning with a simple ICT activity?

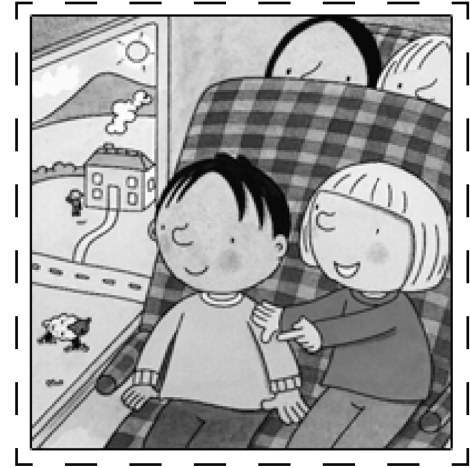
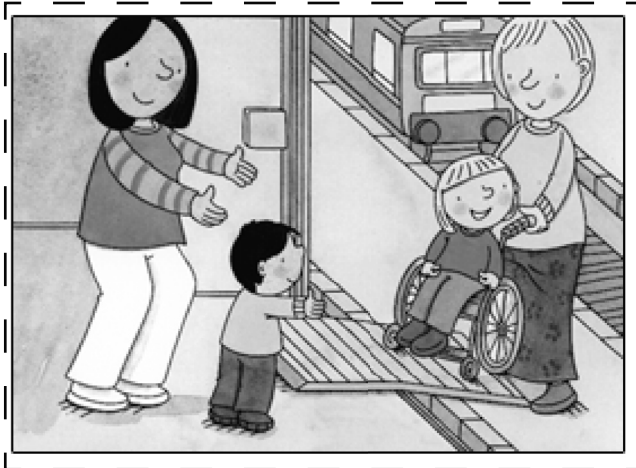
Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

Hannah and Gurdip's train journey 1



name: _____



Hannah and Gurdip's train journey 2



name:

Arriving at the seaside

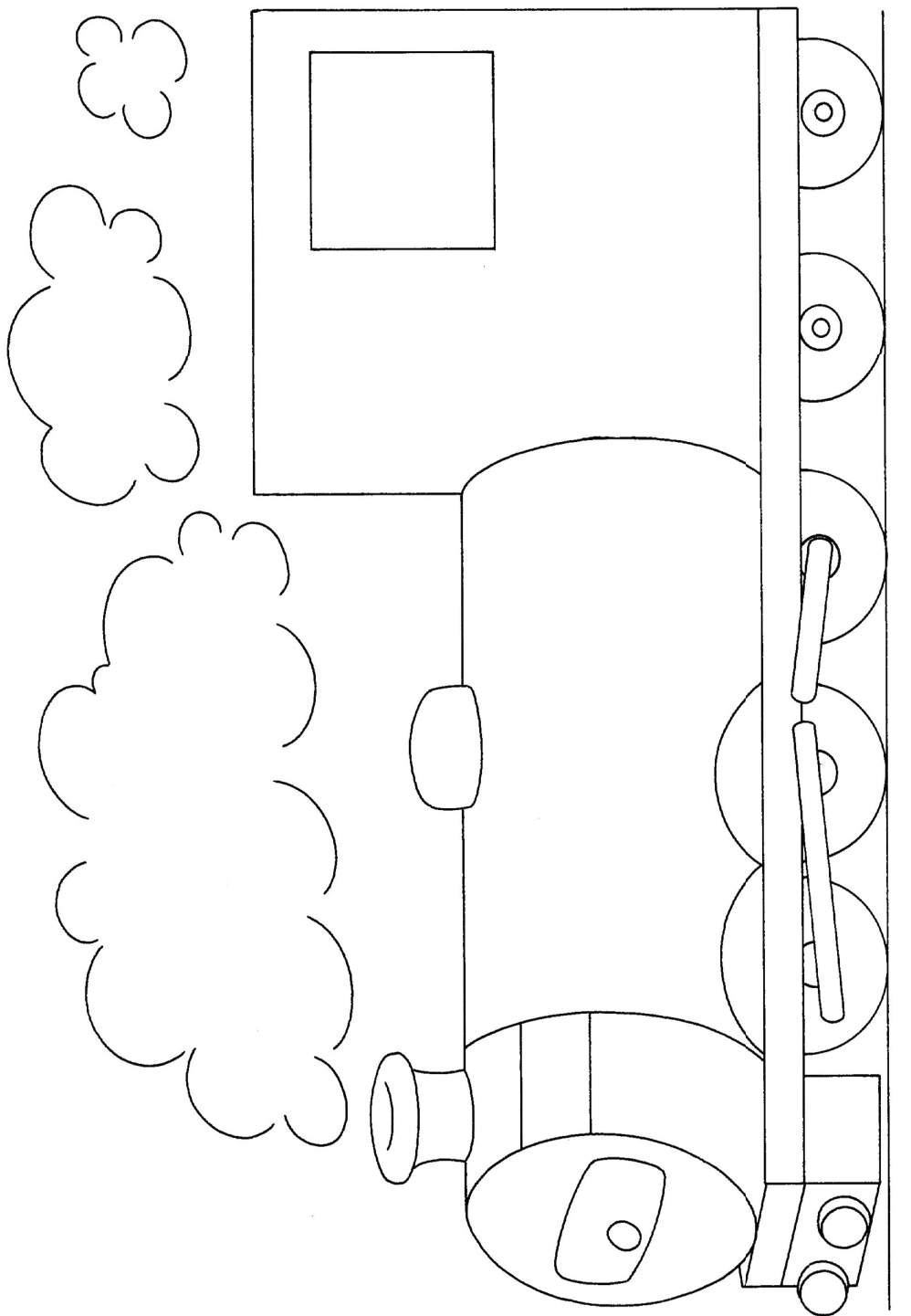
At the station

Travelling through the countryside

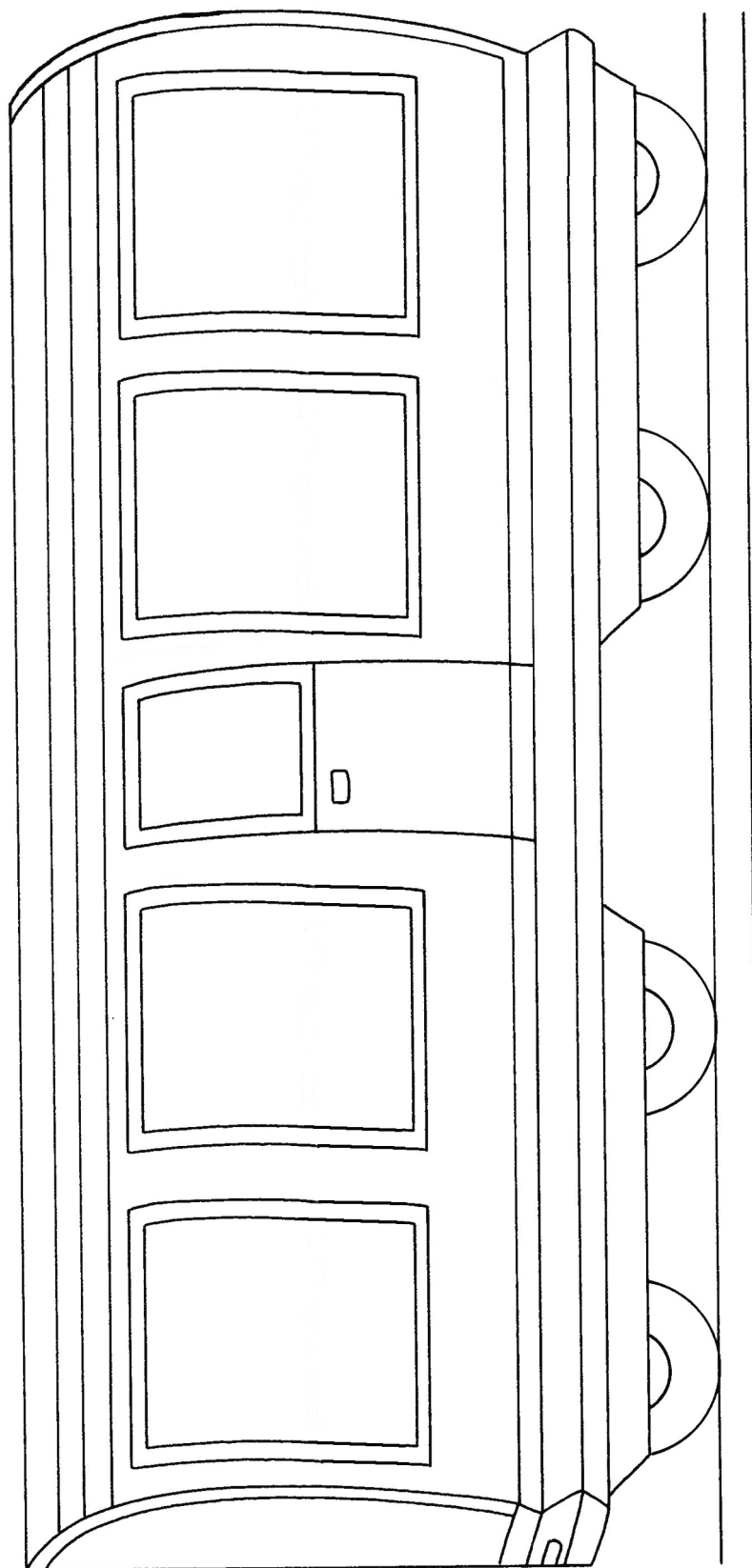
Getting on the train

Tickets, please!

Steam-train engine



Steam train carriage



Helping children on a visit

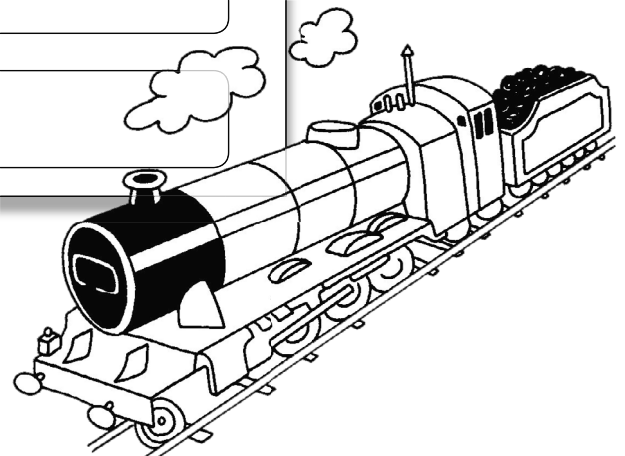


name: _____

Thank you for helping us on our trip today.

On our visit, we want the children to think about the differences between trains and train journeys today and those in the past. When you are with the children, encourage them to tell you about any train journey they have been on. When you are looking at the trains, draw the children's attention to the driver's cab, the place where the fuel might be stored, and the different carriages. On the visit, please help your group to take digital photographs of what they can see.

The children in your group are:



Our visit



name: _____

We went in a _____ to _____

When we got there, we saw _____

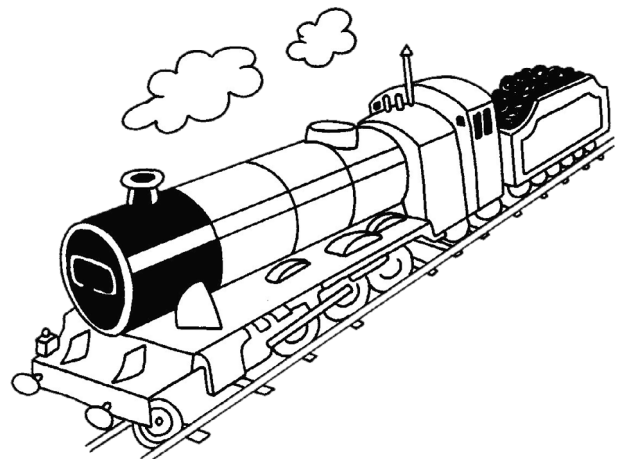
car

minibus

bus

coach

train



Our visit



name:

We went in a

to

We saw a

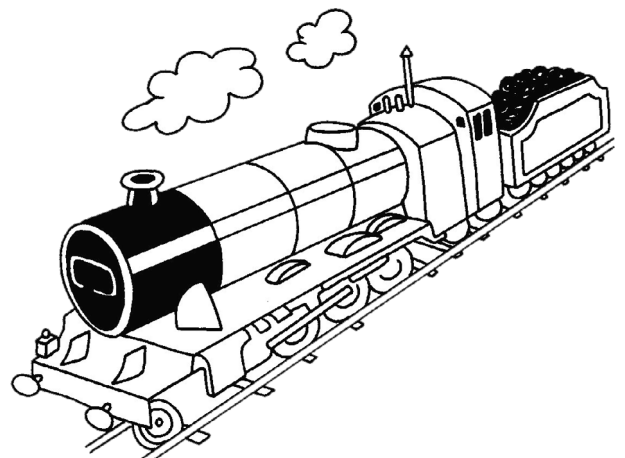
car

minibus

bus

coach

train



Notes

