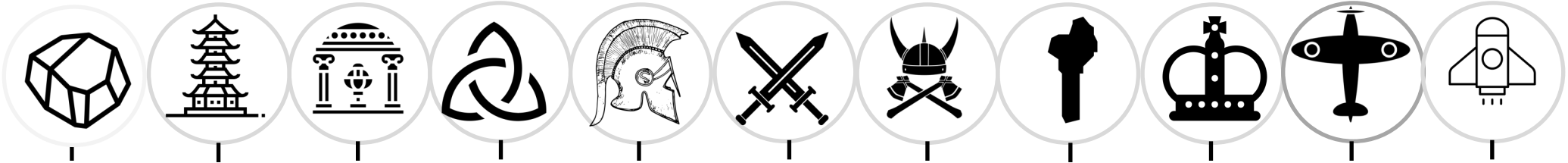


Year 2:

HISTORICAL CONTEXT: Brunel



KEY VOCABULARY:

Isambard Kingdom Brunel	Temple Meads
Engineer	Railway
Steamship	Tunnel
Propeller	Dockyard
Bristol	Inventor
Suspension Bridge	Innovation

WHAT?

Who was Isambard Kingdom Brunel and why is he famous?

What did Brunel achieve in his life, what structures did he design and build, why and how were these important at the time and why are they still talked about today?

What aspects of Brunel's character made him successful and a significant historical character for study?

As historians we will study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

We will study significant historical events, people and places in our own locality

Year 2

The Historical Association's Scheme of Work for Primary History

Unit X: The lives of significant individuals in Britain's past who have contributed to our nation's achievements – Isambard Kingdom Brunel

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About this unit

Children can identify a historical figure and explain why they are famous; begin to understand the impact on lives, past and present, of this person by investigating some of the main events in their life using pictures, photographs, written sources, artefacts and visits outside the classroom. They will gain an appreciation of the character strengths of such a significant individual from our nation's past by looking at the adversity and challenges faced by this individual. Children will be introduced to the concept of chronology through the events of their life; they will gain an insight into how lives in the past were different to their lives now, by referencing such comparatives as technology and fashion; and they will use historical vocabulary related to time.

Unit Structure

This unit is structured around 3 history enquiries:

1. **Who was Isambard Kingdom Brunel and why is he famous?**
2. **What did Brunel achieve in his life, what structures did he design and build, why and how were these important at the time and why are they still talked about today?**
3. **What aspects of Brunel's character made him successful and a significant historical character for study?**

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

The contribution to the field of engineering of the designs of and structures built by I.K. Brunel:

- to understand what it means to be famous, and that people can be famous for many different reasons
- to recount and sequence events in Brunel's life, gaining an insight into the character of a pioneer, dealing with adversity, failure and criticism.
- the comparative study of the life of significant individual who has contributed to our nation's achievements, incorporating simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'
- the detailed study of one piece of enduring evidence of Brunel's impact on our lives through the structures that remain in use today, both in their own locality and on a national scale eg Temple Meads railway station in Bristol and Paddington in London, the termini for his Great Western Railway, SS Great Britain in Bristol, GWR museum in Swindon, Thames Tunnel in London, Tamar Railway Bridge in Plymouth, Box Tunnel in Bath, Maidenhead Railway Bridge, Clifton Suspension Bridge in Bristol, Paddington Station.
- to investigate Brunel's involvement with The Great Exhibition as a showcase and celebration of Britain's past, present and future innovations.

Enquiry 1: Who was Isambard Kingdom Brunel?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should learn:</p> <p>Study and understand extracts of biographies of famous people.</p> <p>Place events in chronological order.</p> <p>Know how to find out about the past from a range of sources of information.</p> <p>Study changes in their own lives.</p> <p>Study the lives of significant men, women and children.</p>	<p>What is a biography?</p> <p>Write the word <u>biography</u> on board and ask if anyone knows what it means. Explain that it is the story of someone's life. Children may have seen/read biographies of famous people. A <i>biography</i> is written by an author using information you have given them, or they have found out by asking your family and friends. How do you think they find information about a person who is not alive?</p> <p>Why do children think people want to read these biographies? Arrange facts in chronological order.</p> <p>Paired work: Look at a number of examples of biographies and extract four facts. Place these in chronological order and practise reading them to present them to the class.</p>	<p>Biographies suitable for this age-group, including recent sports heroes, celebrities, etc.</p>	<p>I can explain what a biography is?</p> <p>I know some features of a biography?</p>
<p>Children should learn:</p> <p>Write life story so far, use significant experiences & chronology.</p> <p>Place events in</p>	<p>What is an autobiography?</p> <p>An <i>autobiography</i> is a book written about your own life by yourself, whereas a <i>biography</i> is written by an author using information you have given them, or they have found out by asking your family and friends.</p> <p>Thought shower possible significant,</p>	<p>Biographies suitable for this age-group, including recent sports heroes, celebrities, etc.</p>	<p>I know the difference between a biography and an auto-biography?</p> <p>I can suggest possible significant and interesting events that</p>

<p>chronological order. Use common words and phrases relating to the passing of time (before, after, a long time ago, past). Study changes in their own lives. Study the lives of significant men, women and children.</p>	<p>interesting and amusing events in the children's lives. Pick about six and place in chronological order. Refer to previous learning about creating a story plan and how to add detail.</p> <p>Children produce their autobiography, and perhaps add photos or illustrations. Create zigzag book.</p>		<p>might be included in an autobiography?</p>
<p>Children should learn:</p> <p>Consider what makes a person famous and worth remembering. Place events in chronological order. Use common words and phrases relating to the passing of time (before, after, a long time ago, past). Study changes in their own lives.</p>	<p>What does 'famous' mean?</p> <p>What do we mean when we say someone is famous? Do children know someone famous? Why are they famous? Do they know someone famous from the past? Why do we still remember them? Sometimes the person is very famous but in it may be that they have led a very interesting or unusual life. Focus is on the way of life of a famous person who lived at a time before living memory. It could contribute to cross-curricular work on 'people who help us'.</p>	<ul style="list-style-type: none"> • story books, a powerpoint or video about the life of various famous people 	<p>I know what it means to be famous? I can name a famous person from the past and why we still remember them. I can find out information about a famous person from the past.</p>
<p>Children should learn</p> <p>Study the lives of significant men, women and children. Place events in chronological order.</p>	<p>Who was Isambard Kingdom Brunel?</p> <p>Research the life of I.K.Brunel. Use a variety of sources of information. Link to previous learning - Have they heard of Brunel before?</p> <p>Show children a selection of pictures of</p>	<ul style="list-style-type: none"> • pictures of Brunel and his engineering feats • sets of cards with sentences on them describing aspects of Brunel's 'life and work • a class time line 	<p>I know why Brunel is famous. I can ask and answer questions about somebody from the past using different sources. I can place events on a</p>

<p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>structures Brunel has built. Ask if anyone has seen any of these structures. Show picture of Brunel and ask what would you like to know about this person. Ask children to discuss in pairs questions they would like to ask him if he were to visit the class. Write a selection of their questions on the whiteboard. Where could we find answers to our questions because he is unable to visit our school? Read his biography or watch Brunel telling his life story on video. Encourage children to listen for answers to their questions.</p> <p>https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/znj32sg</p> <p><u>Activity 1:</u> Children work in pairs to access BBC web site and books, read the information and make notes about significant events in his biography.</p> <p><u>Activity 2:</u> Children work in pairs to write on coloured post-it stickers, key dates and facts in Brunel's life and place these on a time line of his life.</p>		<p>timeline.</p>
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How will this enquiry help children to make progress in history?

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

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the lives of significant individuals in Britain's past at a local/regional, national and international level, who have helped to mould our society, contributed to our nation's achievements and in doing so demonstrated great character. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies. These skills and concepts include:

- Beginning to use specialised broad-based historical vocabulary and terminology.
- A sense of the distinctiveness of a society including its key features;
- Historical enquiry;
- Historical narrative and sequence and a sense of chronology and duration;
- A sense of space and geography;
- Cause, consequence and motivation including imagining choices;
- Change, continuity, progression and regression;
- Comparison and contrast, similarity and difference, variety;
- An introduction to the nature and use of evidence;
- Demonstrating and consolidating learning through practical hands-on projects.

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

- What constitutes fame, the notion of 'character' and how individuals have contributed greatly to the make-up of this country;
- When a given famous person lived and the individual circumstances and views which formed their life/pathway
- The national and global events which provided their impetus eg developments in transportation, conflicts, etc.
- Looking at different sources and evidence to build a full picture of life at the time of this significant individual, motivations, aims, adversity, point of view, tradition, etiquette, innovation, technology, etc.

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;
- 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;
- Being better at explaining why things were as they were (causation);
- 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;
- Having more understanding of the nature and security of representations and interpretations.

Enquiry 2: What did Brunel achieve?

LEARNING

KEY CONTENT AND SUGGESTED
LESSON IDEAS

SUGGESTED RESOURCES

ASSESSMENT CRITERIA

OBJECTIVES			
<p>Children should learn:</p> <p>Compare forms of transport in the past (e.g. steam trains) with modern forms of transport (e.g. high speed trains).</p> <p>Identify differences between ways of life at different times.</p>	<p><u>What was significant about Brunel's Ships?</u></p> <p>Look at pictures of ships from the past to the present day. Compare methods of propulsion.</p> <p>BBC Bitesize: Isambard Kingdom Brunel</p> <p>Discuss why people were so excited when SS Great Britain was launched. Using magnifying glasses, in small groups, study "Launch of Great Britain at Bristol, July 1843" Painting by Joseph Walter. What do the children notice? Ask them to find certain things in the picture; describe what they might have seen/heard/touched/tasted/smelled; play "I Spy" to encourage close observation of the painting; Role play what people might have been saying about the occasion and the new ship.</p> <p>Create a class collage of SS Great Britain.</p>	<ul style="list-style-type: none"> • Collage materials. <p>Visit to SS Great Britain in Bristol: www.ssgreatbritain.org</p> <p>"Men of Iron" DVD</p>	<p>I can see the information that can be gained from a picture source.</p> <p>I can use a picture source to make suggestions about events that happened in the past.</p> <p>I can make comparisons about aspects of life in the past and life in the present, for example clothing.</p>
<p>Children should learn:</p> <p>Compare forms of transport in the past (e.g. steam trains) with modern forms of</p>	<p><u>What was significant about Brunel's Railways?</u></p> <p>Study the painting The Railway Station, by William Powell Frith. Discuss the types of</p>	<p>Visit to stations along the Great Western Railway, including Paddington Station in London and Temple Meads Station in Bristol.</p>	<p>I can use a picture source to make suggestions about events that happened in the past.</p> <p>I can make comparisons about transportation in the past and</p>

<p>transport (e.g. high speed trains). Identify differences between ways of life at different times.</p>	<p>people using the railway and what transportation would have been like before the railways were invented. Enlarge portions of the painting and allocate to groups of children to discuss the possible reason for their trip, emotions and role play.</p> <p>Look at pictures & if possible models of different types of train. Explain that trains in Brunel's time were steam engines. Have any of you travelled on/seen a steam engine? Ask pairs to discuss their experiences of travelling on a train, especially steam trains. Look at a clip of a steam train pulling out of the station. What could you see/hear? Do you know how they are powered? Compare the steam trains & explain that sixty years ago nearly all trains were steam trains. Today we travel on diesel powered or electric trains. Show pictures & discuss the similarities & differences.</p> <p>Learn about the circumstances leading to the creation of the Great Western Railway between Bristol and London. Plot the railway line on a map: STEAM: Museum of the GWR BBC Bitesize: Isambard Kingdom Brunel</p>		<p>present.</p> <p>I can suggest ways in which railways changed lives in the past.</p>
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<p>Children should learn:</p> <p>Compare bridges in the past with modern forms.</p> <p>Identify differences between ways of life at different times.</p>	<p><u>What was significant about Brunel's Bridges?</u></p> <p>Study a map of the area around Clifton Suspension Bridge. Discuss the impact the bridge would have had on travel in the area. Talk about the challenges posed by the terrain.</p> <p>Sketch the bridge using magnifying glasses to notice the detail. Demonstrate how to lightly sketch the bridge with a pencil. Explain that you want the picture to fill the paper so quickly sketch the main outline shape. Show how your sketch can be easily changed because you have not pressed hard with your pencil. Tell children to add other features but again pressing very lightly. Once they are happy they can colour the picture using coloured pencils & shading carefully. Chn cut out their picture leaving a border, & on a separate strip of paper add a caption.</p>	<p>Visits available to Clifton Suspension Bridge:</p> <p>http://www.cliftonbridge.org.uk/</p>	<p>I can locate places on a map.</p> <p>I can make suggestions about how building the Clifton Suspension Bridge changed lives in the past.</p> <p>I can sketch and make close observational drawings of buildings and structures.</p> <p>I can pick out important historical features and write appropriate captions to describe.</p> <p>I can demonstrate my learning in different ways.</p>
<p>Final Activity</p>	<p>Look at Brunel's bridges and study a variety of different bridge designs, before Brunel and since. Go outside and in groups, experiment with building bridges to see how they are designed for stability and how the force is spread.</p>	<p>www.primaryscience.ie/media/pdfs/col/design_a_bridge.pdf</p>	<p>I notice and can comment on different bridge designs throughout history.</p>

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

The children are introduced to the concept of 'before living memory'. They will use various sources, both written and pictorial, and will harness technology to broaden their knowledge.

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

Links with Science will enable children to explore the creation of steam, harnessing steam to make a simple engine and to build more complex bridge designs.

Enquiry 3: Why do we study Brunel?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should learn: Study the lives of significant men, women & children drawn from the history of Britain & the wider world Find out about the past from a range of sources & information. Recognise why people did things, why event happened & what happened as a result. Select from their knowledge of history & communicate it in a variety of ways. Gather information from a variety of sources. Share their ideas by presenting information in a variety of forms.</p>	<p><u>How can we research Famous People?</u></p> <p>Start the lesson by recapping that I.K.Brunel is famous for being an engineer. Write this as a category on the whiteboard with his name underneath. Are there any other engineers that the children can add? Ask the children for other famous people, adding new categories as you go: <i>sports stars, actors, singers, artists, royalty, etc.</i> Now the children have a list of occupations and famous people to choose from. Ask one child to choose a person they aspire or relate to, giving reasons</p>		<p>I can use the internet and books to research a famous person.</p> <p>I can give reasons why a person is famous.</p> <p>I can scan sources to find interesting facts and information.</p> <p>I can work on my own or collaborate with a group to carry out research and find relevant information.</p>

<p>Present their completed work effectively.</p>	<p>for their choice. Ask children to talk to a partner about who they might choose, someone who inspires them & relates to their own interests, hobbies & dreams. Remind the children their famous person can be old or young, alive or dead & from any walk of life. Tell them they are going to use books & the internet to research their famous person. Most famous people will have their own website. Look at one or two examples. Model how we can find out interesting information and download this from the website to print out. Divide the children into groups. Some will work with adults on the internet and some will use books to carry out their research. Discuss with the children the key bits of information they need to find out: <i>birth dates, etc.</i> They should find out as much as possible in this session, working individually or with a partner who is researching the same famous person.</p>		
<p>Children should learn: Study the lives of significant men, women & children drawn</p>	<p>How do we remember famous people? Look at Dream: A Tale of Wonder, Wisdom & Wishes. Tell</p>	<p>Book - Dream: A Tale of Wonder, Wisdom & Wishes by Susan V. Bosak</p>	<p>I can place events and people on a timeline. I can describe how a famous person</p>

<p>from the history of Britain & the wider world. Recognise why people did things, why events happened & what happened as a result. Find out about the past from a range of sources & information. Select from their knowledge of history & communicate it in a variety of ways.</p>	<p>children that all these people are famous. Explain who they are & why they are famous. Place pictures of these famous people on a timeline showing roughly when they lived. Discuss what the children know about these people & choose 2-3 to discuss in more detail.</p> <p>How do we remember famous people?</p> <p>What in Brunel's life still impacts on our lives today? How do we remember Brunel?</p> <p>Design a memorial to Brunel by choosing one or all of his achievements and summing up his contribution in a single sentence.</p>		<p>has impacted on our lives in the present.</p> <p>I can suggest ways in which famous people are remembered.</p> <p>I can design a memorial to a famous person's achievements.</p> <p>I can summarise why we remember Brunel.</p>
<p>Children should learn:</p> <p>Study the lives of significant men, women and children. Study changes in their own lives.</p>	<p>What was Brunel's life like? Recap Brunel's life. Arrange cards/pictures showing significant events into chronological order. Show a timeline of Brunel's life - both achievements and adversities. Discuss how to create a snakes & ladders type board game. What events would the children characterise as</p>	<ul style="list-style-type: none"> • pictures of Brunel and his engineering feats • sets of cards with sentences on them describing aspects of Brunel's 'life and work • a class time line 	<p>I know some significant events in Brunel's life and place these on a timeline.</p> <p>I can talk about events in Brunel's life as a board game, classifying them as positive or negative.</p> <p>I can suggest the characteristics that helped Brunel succeed in his endeavours.</p>

	<p>positive/negative in his life?</p> <p>What were Brunel's character strengths? What character strengths do the children consider that they possess? Do dreams really come true? What did some of the famous people we have read about do to ensure their dreams came true? (Education, lessons, practise, television, right place, right time, perseverance, dedication, money)</p> <p>Independent work – draw a picture of Brunel and one of themselves alongside. Note down the respective character strengths.</p>		
<p>Children should learn:</p> <p>Place events in chronological order.</p> <p>Use common words and phrases relating to the passing of time (before, after, a long time ago, past).</p> <p>Know how to find out about the past from a range of sources of information.</p> <p>Study the lives of significant men, women and children.</p> <p>Demonstrate learning in a creative way.</p>	<p>Final activity</p> <p>Produce a board game such as Snakes and Ladders</p>	<ul style="list-style-type: none"> • . pictures of Brunel and his engineering feats • sets of cards with sentences on them describing aspects of Brunel's 'life and work • a class time line 	<p>I can demonstrate my learning in a variety of ways.</p> <p>I can collaborate to produce a board game to illustrate Brunel's life.</p>

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 lives of significant individuals in Britain's past at a local/regional, national and international level, who have helped to mould our society, contributed to our nation's achievements and in doing so demonstrated great character. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies. These skills and concepts include:

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- The national and global events which provided their impetus eg developments in transportation, conflicts, etc.
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- Being better at explaining why things were as they were (causation);
- 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;
- Having more understanding of the nature and security of representations and interpretations.