Year 1: Changes in transport
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Prime question: How has transport changed in the United Kingdom?

Subsidiary questions:
1. What is transport?
2. What transport do we use now?
3. What transport was used in the past?
4. How has transport changed over time?
5. Why has transport changed?
6. How will transport change in the future?
7. How did the tram line change life in New Addington?

Science: Materials
- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their physical properties.

Geography
- To look at transport maps (e.g. London underground map)
- How is transport different around the world?

History
Changes in living memory
- To be able to understand how transport has changed in living memory.
- To be able to understand how transport in the past was the same and different to now.
- To sequence pictures of transport types in chronological order.
- Use historical vocabulary to talk about transport in the past: past, then, now, olden days, steam, invention, improve, fuel, energy, electricity.
- Understand how the tram line changed New Addington.

Art
- Know about a range of artists describing the differences and similarities between different practices and disciplines and making links to their own work (e.g. Albrecht Durer, George Stubbs, Franz Marc, Pablo Picasso etc.)

DT
- What materials are used to make a car? What materials are used to make a boat?
- Design purposeful, functional, appealing products for themselves and others based on design criteria (design and make musical instruments).
- Build structures, exploring how they can be made stronger, stiffer and more stable (make a model car/boat).

Music
- Use our percussion instruments to make up our own rhythms and patterns, and perform them.
- Talk about our rhythms using musical vocabulary such as pitch and volume.
- Talk about what musical instruments are made out of.

Computing
  We are storytellers.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content and contact on the internet or other online technologies.