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# KS1 Travel and Transport

## Sails, rails, wheels and wings!



### Series introduction

This [cross-curricular series of films](#) on the topic of 'travel and transport' follows 8-year-old Rian and his aunt Maya on a journey around the world. Each film sees them explore a different mode of transport, including animals, wheeled vehicles, boats, trains, flying, and transport of the future.

The films give viewers the opportunity to learn about different modes of transport and why they are used, to see how transport and travelling have changed over the years and to compare why different modes of transport might be used for different reasons.

The films also introduce some key geographical skills, such as using maps and a compass, and feature the stories of some lesser-known adventurers from a diverse background including: Jeanne Baret, the first woman to circumnavigate the world; African American explorer Matthew Henson, who may have been the first person to reach the North Pole; and Annie Londonderry, the first woman to cycle round the world.

The journey begins in the North Pole and ends in Australia, as Maya and Rian are setting off for the South Pole. On the way they learn all sorts of interesting information that falls into the following curriculum areas for **KS1/1<sup>st</sup> Level**:

- **Geography:** the 4 points of a compass and how to find out which direction you are travelling; the 4 nations of the United Kingdom; maps of various parts of the world
- **History:** comparing early cars and bicycles to modern cars and bicycles; well-known types of boat from history such as Viking longboats, Egyptian reed boats and European galleons, the history of flight, the invention of the steam railways and the contribution of George and Robert Stephenson
- **PSHE:** how seatbelts and helmets can keep us safe; what speed limits are and why we have them
- **Science:** how electric cars work using a battery, how a steam engine works

## Film 1: Awesome animals



### **Introduction**

This film introduces us to the characters of Rian and Maya and their journey from the North Pole to the South Pole. They discuss why sleds and huskies are used for travelling on snow. Maya explains to Rian about the four points of a compass and how you can use a compass to find the direction you need.

They learn how animals have been used through history as modes of transport. They mention horses, camels, and elephants and some of the places and ways that these animals have been used. They discuss why using animals might be a more effective method of transport than walking.

They then learn about Matthew Henson, an African American man who may have been the first person to visit the North Pole.

### **Questions to ask:**

- Why are sleds good for travelling on ice and snow?
- Which people use sleds as a common mode of transport?
- What is the name of the piece of equipment you can use to find out which direction you are facing? What are the names of the four main points on the compass?
- How did different people use horses for travel, and why?
- Which animal do people often use in hot countries and why?
- Why don't people use birds to travel?
- Why don't people use animals to travel very much nowadays?

## Suggested activities

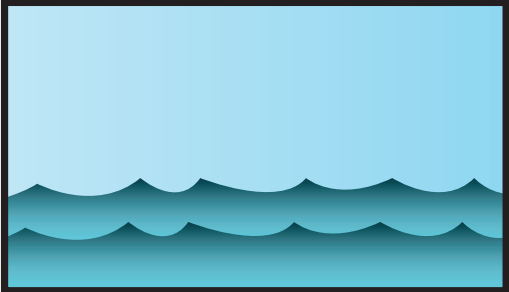
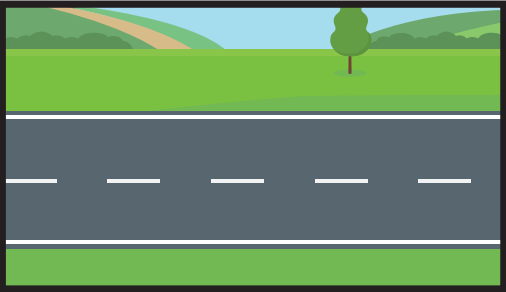
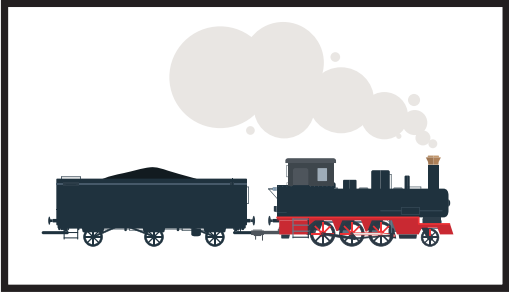
- Before watching the video, ask the children if they have any experience of snowy days, or activities such as ice skating etc.
- What is it like walking on snow and ice? Is it easy? Get them to imagine they are walking to school on a snowy day and act it out. Why is it so tricky to walk on ice? Is it easy to drive a car on a snowy day? Do any of the children know any ways that make it easier to travel on ice and snow? Some of the children might know about skis and ice skates, or they might know about methods for improving roads in icy conditions, such as use of salt or grit.
- Go through the four points of the compass again with the children. Use a compass to locate North, East, South and West in your own playground or classroom.
- Pretend you are Matthew Henson and Robert Peary travelling to the North Pole. Role play their journey, perhaps using the playground, and imagine how cold and tired they might have been. How would Matthew Henson have felt when he finally reached the North Pole? Role play the moment he arrived there. Take turns sitting in the 'hot seat' as Matthew Henson, with other pupils asking Henson questions about his experience and how he feels.
- Write a postcard home from the point of view of Matthew Henson, explaining what his journey was like. Perhaps do some further research into famous journeys to the North Pole (for example Sir Walter Herbert, who was the first person to reach the North Pole on foot).
- Ask children to draw one thing that they can see in the classroom or playground if they look North, East, South or West.
- Play a game where the teacher calls out a direction and the children have to run/skip/hop in that direction (use different method of travelling each time).

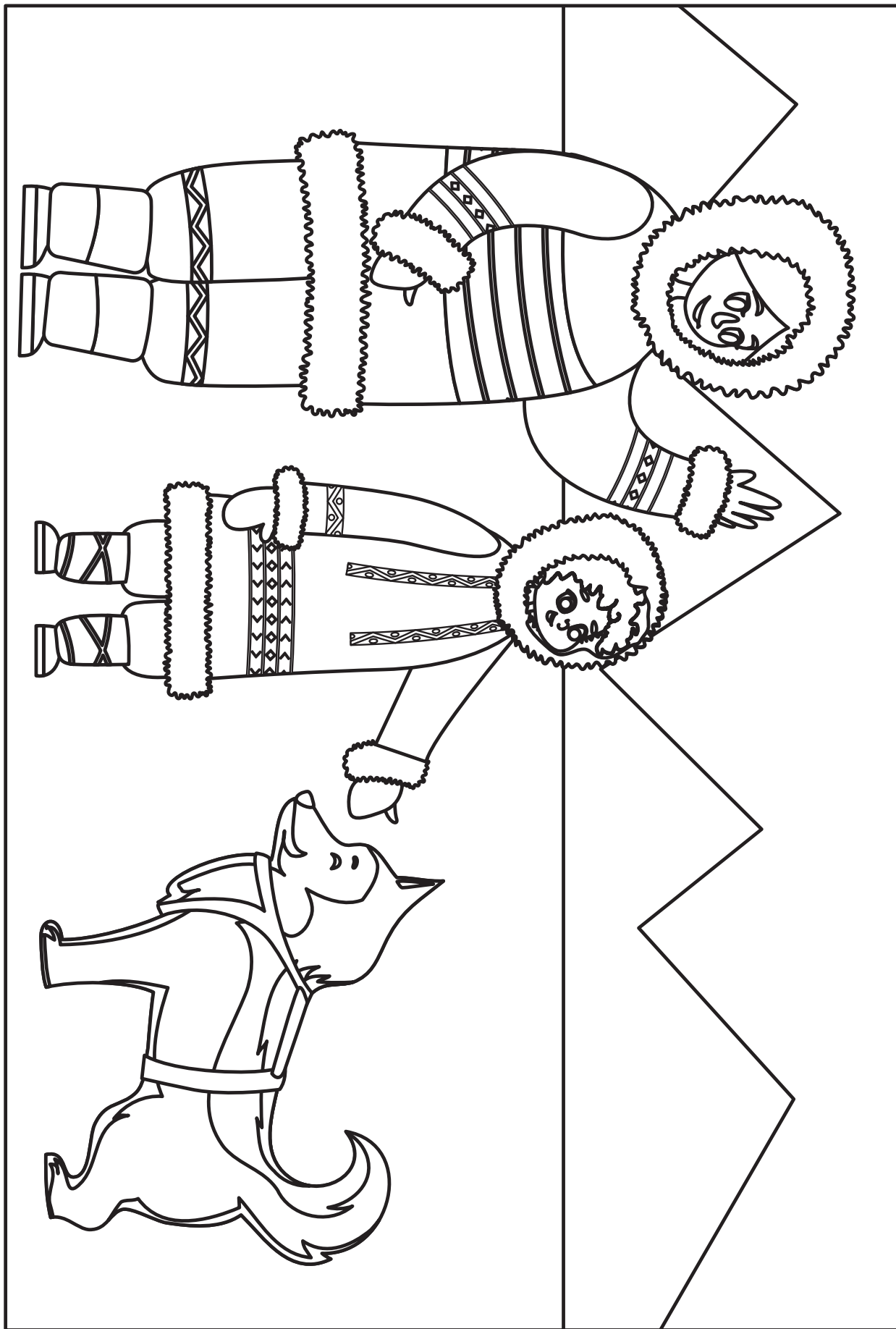
## Activity sheets

1. Matching activity: can you match the transport to the place?
2. Awesome animals colouring sheet.

# Can you match the transport to the place?

Draw lines to match them up.





## Film 2: Wonderful wheels



This film sees Rian and Maya driving in an electric car, travelling South through the UK. They discuss speed limits and why we have them. They look at some of the early cars, such as those built by Henry Ford, and how they differ from today's cars.

They also compare some early bicycles to modern bicycles and Maya teaches Rian all about Annie Londonderry, the first woman to cycle around the world.

Maya and Rian discuss the different types of wheeled vehicles they see on the motorway, such as lorries, vans and coaches.

### **Questions to ask:**

- Why do we have seatbelts?
- What is a speed limit? Have you noticed any speed limit signs around your local area?
- Where was the first car made?
- Who was Annie Londonderry and why was she famous? How long did her journey take her?
- Why are bicycle helmets important?
- How many different wheeled vehicles did you spot during the film? Can you think of any more that didn't feature in the film?

## Suggested activities

- Ask the children how many wheeled vehicles they can think of. Ask them to keep count of all the different vehicles they can see while watching the video.
- Plot Maya and Rian's journey from Edinburgh to Portsmouth – use the map included in the activity sheets . Did they go near your school? Can you find where your school might be on this map? Label the four nations of the UK and their capital cities. Then mark on the four points of a compass.
- Look at the two bicycles shown in the film, old and new. Or pictures of other old bicycles such as the Penny Farthing. How are they similar and how are they different?
- Look at pictures of Annie Londonderry and her bicycle. Discuss the differences in the clothes she wore compared to today. Would it have been easy to cycle in a dress? Look at the map showing Annie Londonderry's journey around the world, and investigate some of the places she visited (e.g. USA, France, Egypt, Japan). What can you find out about those places? Imagine you are Annie Londonderry arriving home after a whole year cycling around the world. How might she have felt? Role play being Annie returning home and take turns asking her questions about her journey.
- Make cycle/scooter safety awareness posters for children, or car speed awareness posters for drivers near school. What might the posters include?
- Draw and label two different wheeled vehicles, such as a coach, lorry or van, and explain what that vehicle is used for (e.g. transporting lots of people at once).
- Undertake a survey of the traffic that travels past your school. Use tally charts to count the number of cars, vans, motorbikes etc that drive past. Use tables, graphs or charts to record your findings. Alternatively, do a survey of the different modes of transport that people in your school use to travel to school.

## Activity sheets

1. Sorting activity: in what order were these forms of transport invented?
2. Colouring activity: colour in the map of the United Kingdom.



# In what order were these forms of transport invented?

Cut them out and put them in order of when they were invented.

Car



Electric car



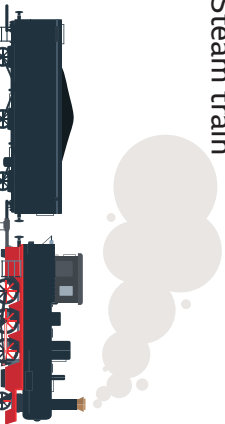
Bicycle



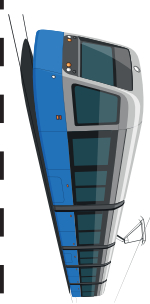
Horse and cart



Steam train

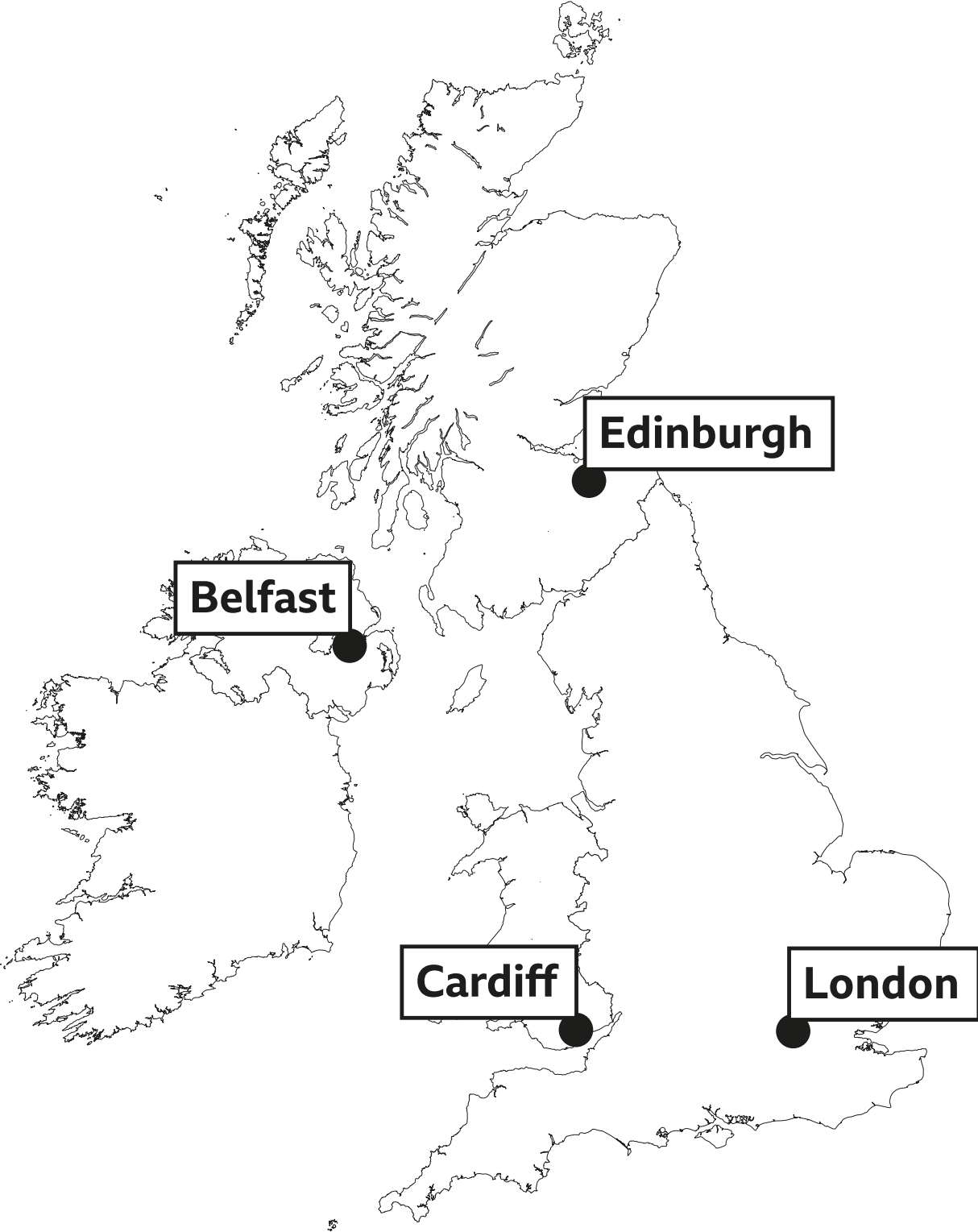


Electric train



# Colour in the map of the United Kingdom

Colour in the map of the UK. You can use different colours to show England, Scotland, Wales and Northern Ireland.



## Film 3: Brilliant boats



In this film Maya and Rian look out from their boat at all the other different types of boat they can see in the harbour. They discuss how different boats move, for example using sails, a paddle or a motor.

We see a map displaying their route from England, South around Europe to Africa. Maya tells Rian about Viking boats, as well as other civilisations and people that have used boats in the past.

Maya tells the story of Jeanne Baret, a botanist who disguised herself as a man so that she could join an expedition on a French naval ship. She unwittingly became the first woman to circumnavigate the world.

### **Questions to ask:**

- What different types of boats can you see in the film?
- What does 'hover' mean? Why is a hovercraft called that?
- Can you name any of the people in the past who used boats to travel?
- Why did scientists and explorers travel the world? What were they looking for?
- Who was Jeanne Baret?
- What is the name of the type of transport that travels under the water?

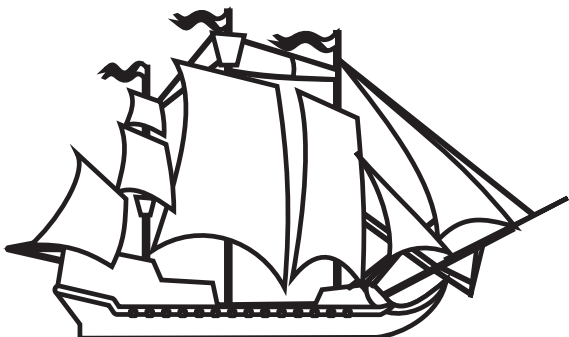
## Suggested activities

- Ask the children about their experiences of boats and if they have ever travelled on a boat.
- Carry out some floating and sinking experiments. What materials float best? Which materials are waterproof or not? Try to create some small boats using different modelling resources and see if they float.
- Make models or draw pictures of Viking longboats and Egyptian reed boats.
- Use a map, globe or atlas to find out where Rian and Maya are travelling. Plot their journey so far.
- Find out more about the life and journey of Jeanne Baret. Find out about some of the places she visited (Rio de Janeiro, Tahiti, Mauritius). Imagine you are Jeanne and her fellow travellers on their boat during a terrible storm. Role play how the boat rocks from side to side. Use untuned percussion instruments to create the sounds of the storm. Create an entry for a ship's logbook, describing what happened. Now imagine the storm calms and the ship docks in a port. How does it feel to be on dry land again? Write another entry in the ship's logbook. Alternatively, carry out the same activities but in role as Rian and Maya on their journey from England to Africa.
- Imagine you are underwater explorers in a submarine, exploring the deepest depths of the ocean. What might you see? Imagine you discover a sea creature that no one has ever seen before. What does it look like? Draw a picture of it or write a description of it.
- Sort pictures of different boats into groups according to different sorting criteria, using hoops to create large sorting diagrams. Criteria could include: different power sources (uses a motor/uses wind/uses paddles etc); historical or modern; or the children could sort them according to size etc.

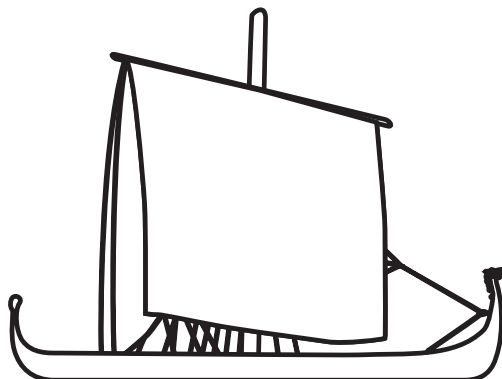
## Activity sheets

1. Sorting activity: colour in, cut out and put the boats in the order of when they were made.
2. Colouring activity: colour in the pictures of Jeanne Baret.

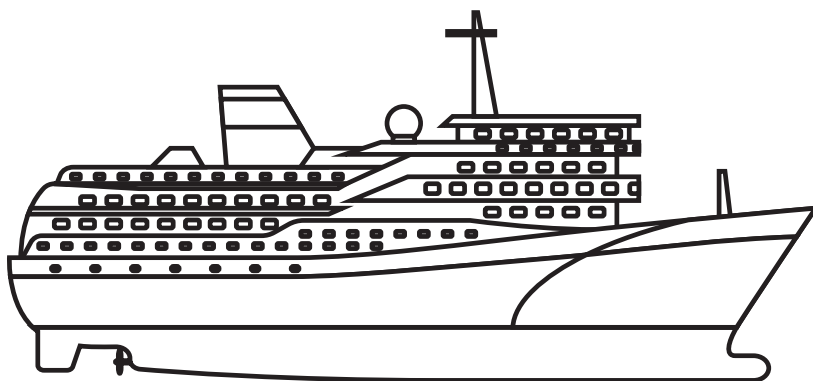
# Colour in, cut out and put the boats in the order of when they were made



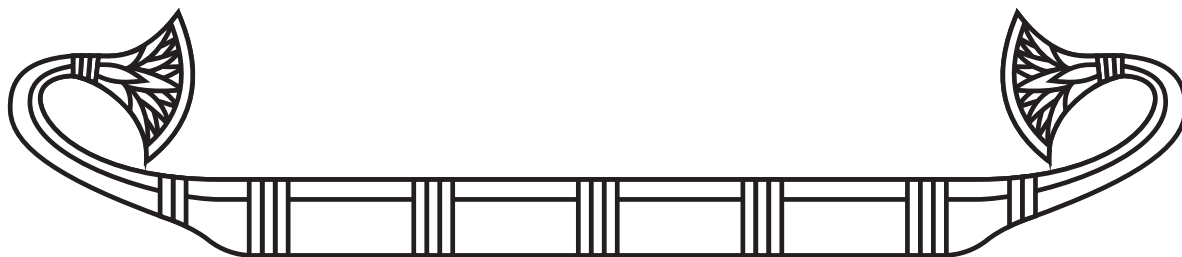
Spanish galleon



Viking longship



Cruise ship

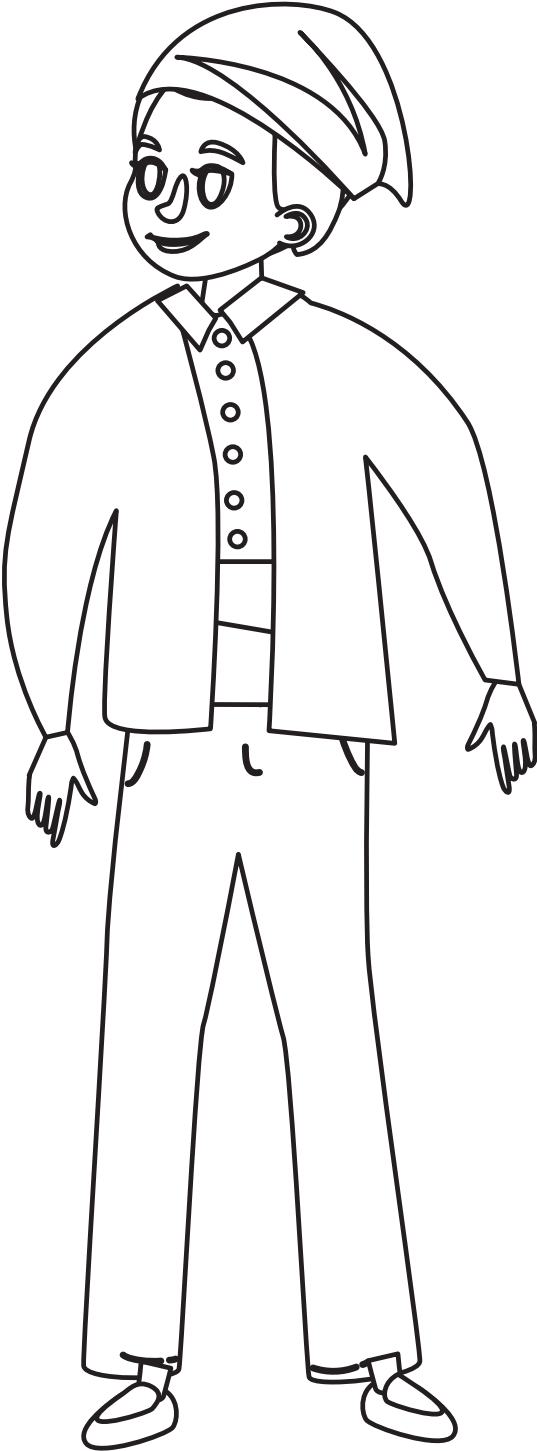
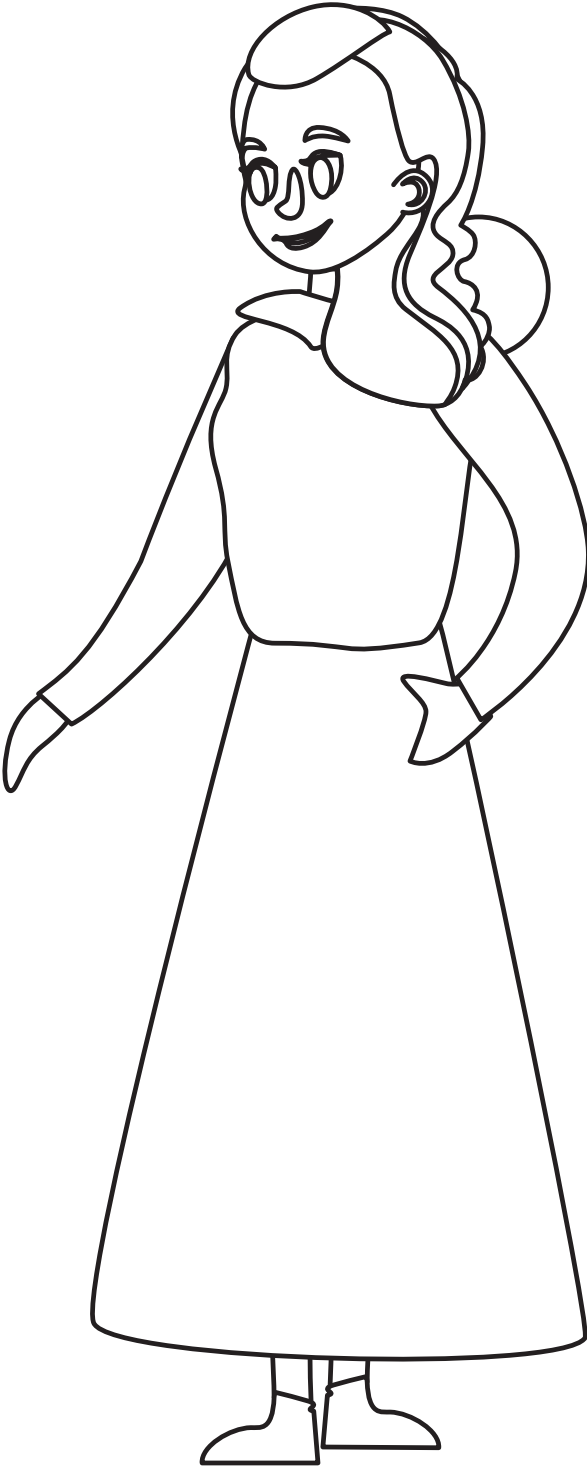


Egyptian reed boat



# Colour in these pictures of Jeanne Baret

Jeanne Baret was the first woman to sail around the world from 1766 to 1769. On the trip, she was disguised as a man.



## Film 4: Fantastic flying machines



In this film, Maya and Rian travel across Africa in a hot air balloon. During their journey they discuss how a hot air balloon works, before learning about some other flying machines, such as aeroplanes.

Maya tells Rian all about the Montgolfier brothers, the first people to fly using hot air balloons, the Wright brothers, who invented the first plane, and Amelia Earhart, the first woman to fly solo across the Atlantic.

They compare modern planes to early planes and discuss the pros and cons of air travel.

### **Questions to ask:**

- How many different flying machines did you see in the film? What is your favourite?
- What were kites used for in the past?
- Who were the Montgolfier brothers and what did they invent?
- How does a hot air balloon work?
- Who was Amelia Earhart?
- Why do people not use aeroplanes for all their journeys (instead of cars or trains)?

## Suggested activities

- Ask the children to share their experiences of travelling on aeroplanes. What other flying vehicles do they know about?
- Recreate the scene where the Montgolfier brothers first travelled using a hot air balloon, using role-play. The children could take the role of Jacques-Etienne Montgolfier, travelling up into the air for the very first time. Imagine what you would be able to see from all the way up in the hot air balloon. Write a letter to the King and Queen of France, describing how it felt to travel in the hot air balloon and trying to persuade them to have a go too! Have a go at drawing a picture of what you might see if you travelled in a hot air balloon over your school. This activity could also be used to help the children explore the story of the Wright brothers and the first aeroplane flight. Provide a role play area with old-fashioned clothes/hats etc, as well as an 'aeroplane' so the children can pretend to fly. Ask the children to write an account of their experiences on the aeroplane/hot air balloon, or as a witness from the ground. Describe how exciting it was.
- Ask the children to choose their favourite flying machine from the film and draw it or write a description of it.
- Look closely at a picture of the Wright brothers' plane. How is it different from modern planes? Consider how it moved through the sky, how many people it could carry, how far it could travel etc.
- Find out more about Amelia Earhart and her journey across the Atlantic. Plot her journey on a map.

## Activity sheets

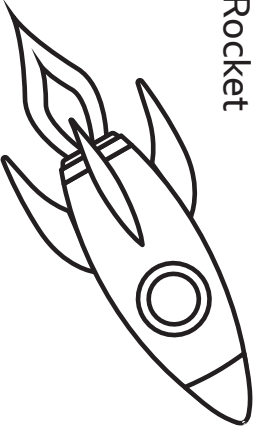
1. Sorting activity: in what order were these things invented?
2. Colouring activity: Amelia Earhart's flight across the Atlantic Ocean.



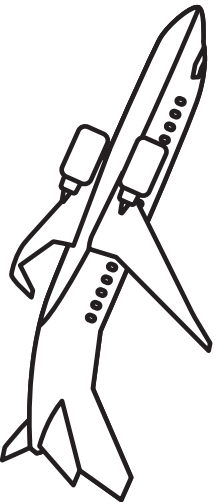
# In what order were these things invented?

Cut them out, colour them in and put them in order of when they were invented.

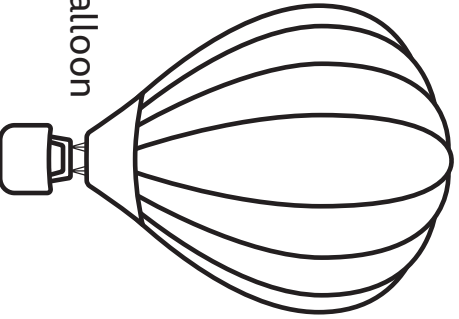
Rocket



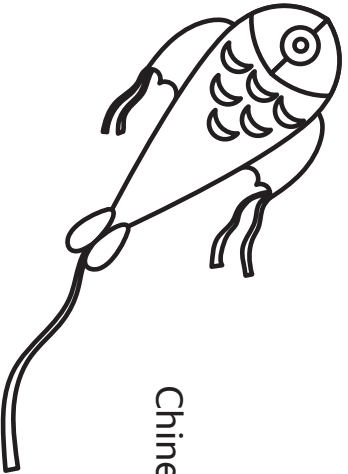
Plane



Hot air balloon



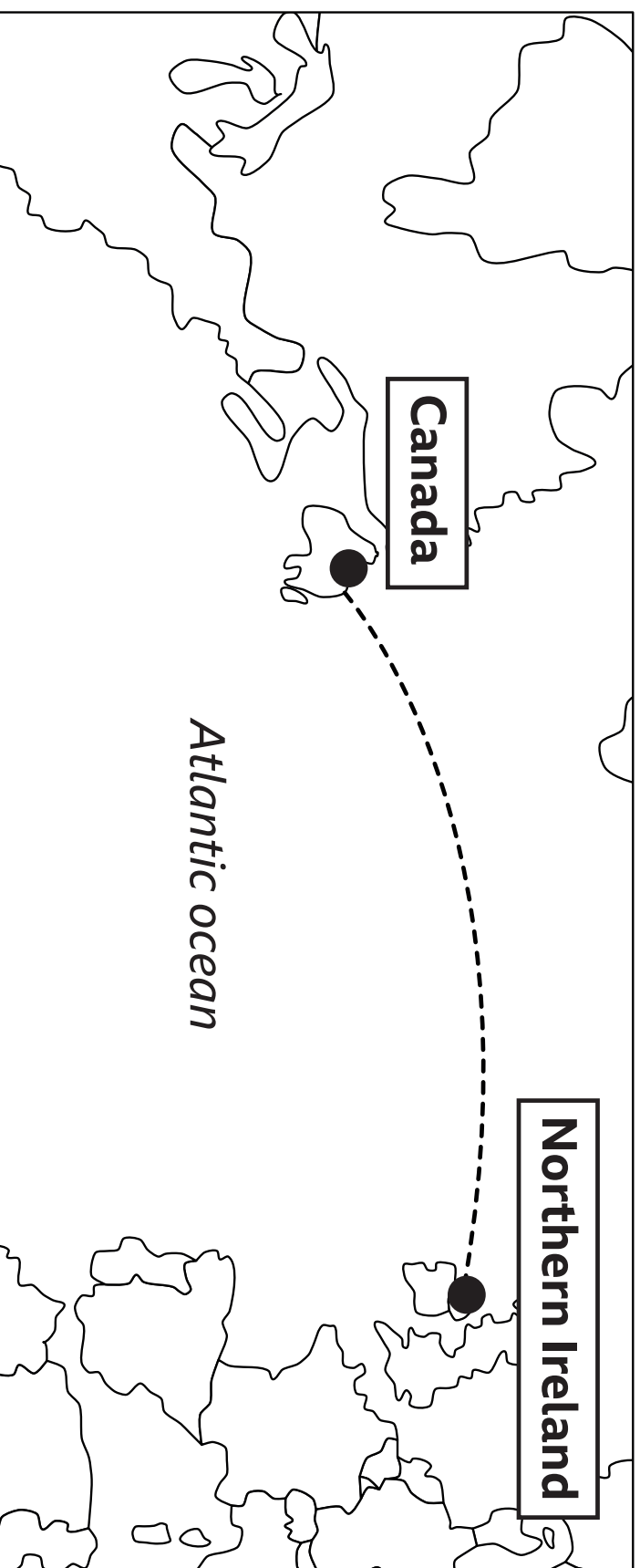
Chinese kite



## Amelia Earhart's flight across the Atlantic Ocean

Amelia Earhart was the first woman to fly solo across the Atlantic Ocean in 1932 from Canada to Northern Ireland.

Colour in the map and draw Amelia's plane flying over the sea.



## Film 5: Tremendous trains



This film sees Maya and Rian travelling on a train across India. They discuss how trains are used to transport passengers and goods.

They learn about some of the earliest railways, and the invention of the steam train.

Maya tells Rian about George and Robert Stephenson and their train, 'Rocket'.

They discuss famous train journeys around the world, such as the Orient Express, and underground railways.

### Questions to ask:

- Have you ever been on a train?
- What are trains used for?
- Who were George and Robert Stephenson?
- What is the name of the fast train in Japan that looks like a jet plane without wings?
- Where would you like to travel on a train?
- What are the benefits of a train compared to a car or a plane?
- How did the invention of the railways change people's lives 200 years ago?

## **Suggested activities**

- Use role play to explore the story of George and Robert Stephenson and the invention of Rocket. How would they have felt when their engine won the race? Role play travelling on a long train journey. Plot the journey on a map. What can you see out of the window?
- Find out more about the Stephensons and write a biography or fact file about them.
- Find out more about how steam trains work. Draw a picture of a steam train and label the key parts.
- Discuss the pros and cons of train travel compared to other modes of transport.

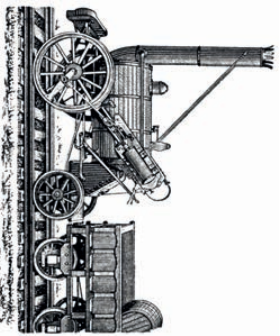
## **Activity sheets**

1. Sorting activity: in what order were these famous trains invented?
2. Colouring activity: Tremendous trains colouring sheet

# In what order were these famous trains invented?

Cut them out and put them in order of when they were invented.

Rocket



The 'Bullet' train, Japan



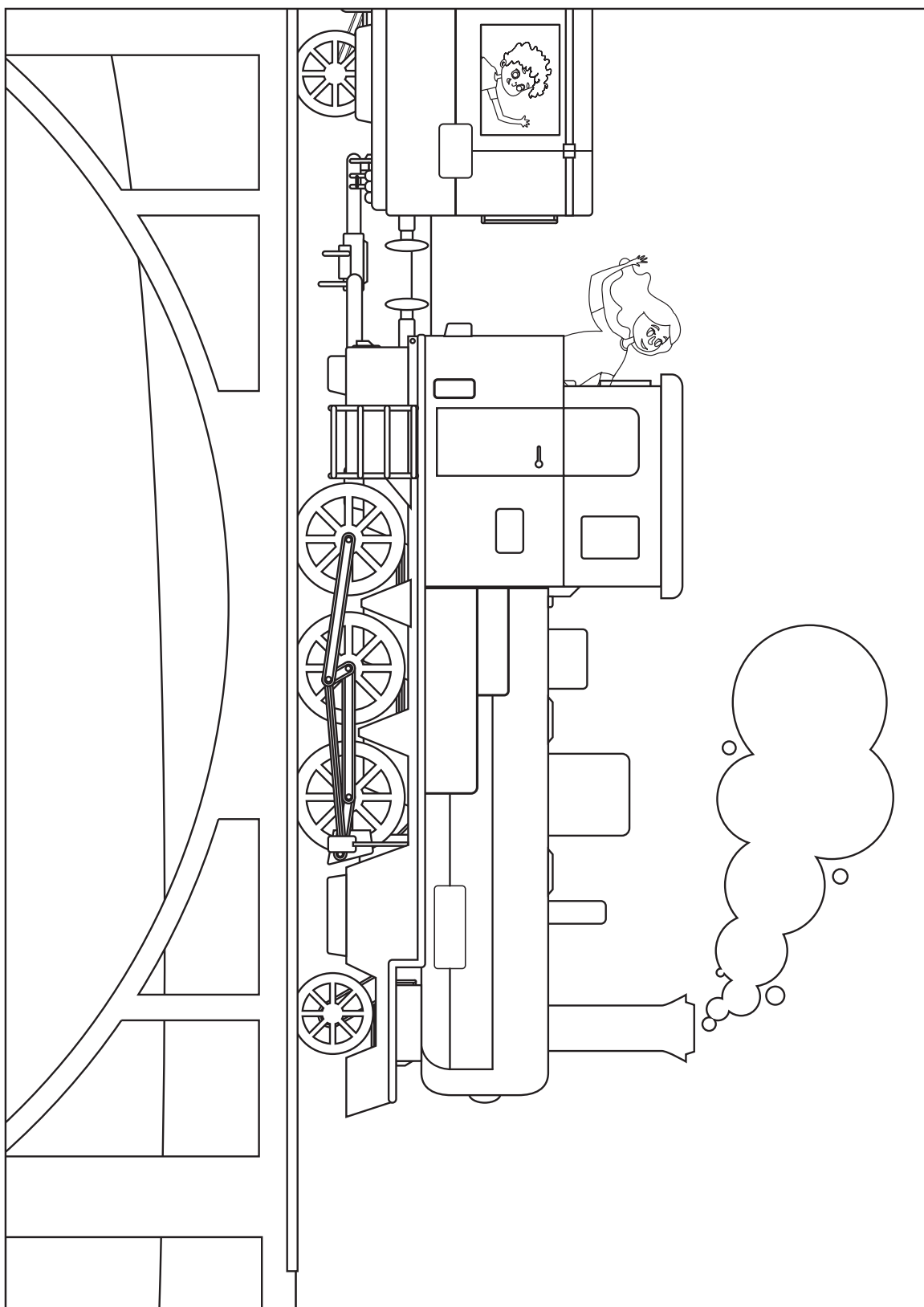
Modern underground train



The Orient Express



# Tremendous trains colouring sheet



## 6: The future of transport



This film finds Maya and Rian in Western Australia, where they are travelling in a driverless car to a 'Future of Transport' exhibition'.

They see a drone, controlled by Maya's friend Robert, flying overhead, and discuss what drones are used for.

They arrive at the exhibition and Robert shows Rian some exciting new forms of transport, such as a jet pack, a maglev train and a hyperloop.

Robert explains that many of the new forms of transport are designed to create less pollution. Rian asks about travel in space and they discuss the potential of travelling to Mars.

### **Questions to ask:**

- What new inventions did you see on the film?
- Which was your favourite new way to travel?
- What makes these new methods of transport better than ones we use now?
- Discuss pollution, traffic and other transport issues.

## **Suggested activities**

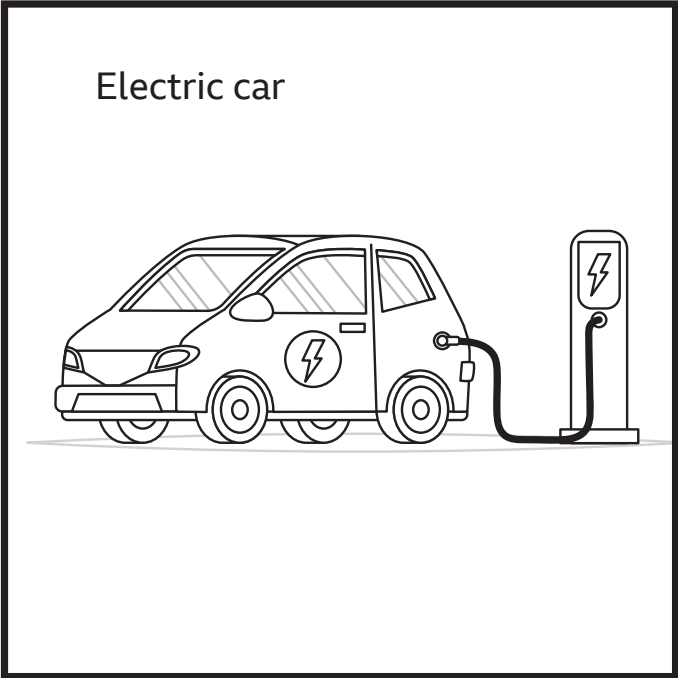
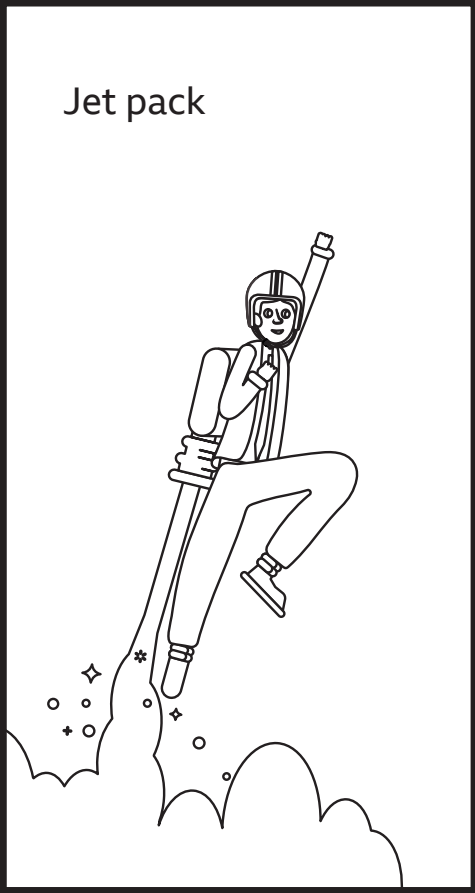
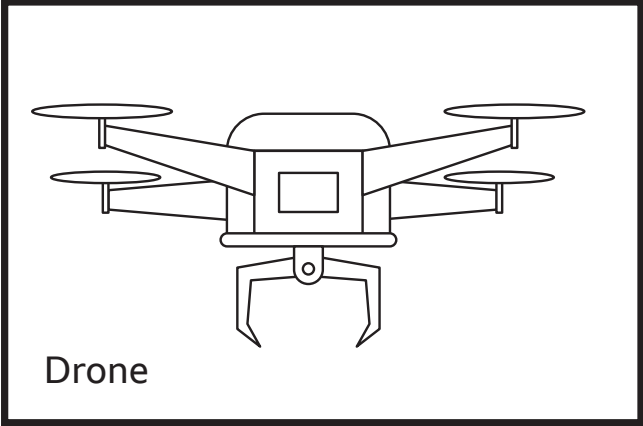
- Ask the children to invent their own new type of transport. It could be a plane, a train, a car or something totally different. Ask the children to draw their invention and write a description of how it works. How will it improve travelling for future generations? Does it create any pollution? Is it safer than current modes of transport? You could hold a debate where each children tries to convince their classmates to choose their invention as their favourite. You could have a vote to see which is the most popular. The children could use modelling resources to create a model of their transport.
- Think back over all the types of transport you have learned about through all the films. Which is your favourite? Create a timeline of all the types of transport, and then add some of the transport of the future to it.
- Think back over the journey that Rian and Maya took from the North Pole to the South Pole. Where did they visit? Plot some of the key places on a map. What different ways did they travel? Which was your favourite part of their journey? Choose one of the countries they visited and learn more about it.

## **Activity sheets**

1. Colouring activity: transport of the future colouring sheet.
2. World map: North, South, East and West - label the compass.



# Transport of the future colouring sheet



# North, South, East and West

Label the compass with North, South, East and West.

