

Famous People

Year 2: Isambard Kingdom Brunel

KS1 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.

Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

Level 3

Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

Links to KS1 History Knowledge, skills and understanding

Pupils should be taught to:

- 1a. place events, and objects in chronological order
- 1b. use common words and phrases relating to the passing of time (e.g. 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 (e.g. stories, eye-witness 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 (e.g. talking, writing, using ICT).

Other KS1 cross curricular links

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

Science Scientific enquiry, ideas and evidence 1; Materials and their properties, grouping materials 3.1a

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

Art and Design Exploring and developing ideas 1a; Investigating and making art, craft and design 2c; Breadth of study 5b, c

Design and Technology Developing, planning and communicating ideas 1a, b, c, d; Working with tools, equipment, materials and components to make quality products 2b, c, d, e; Evaluating processes and products 3a, b; Knowledge and understanding of materials and components 4a

Citizenship Developing confidence and responsibility and making the most of their abilities 1b; Preparing to play an active role as citizens 2e, g; Breadth of study 5e

Vocabulary

arch

beam

bridge

distance

dock

engineer

propeller

railway

span

strengths

stress

structure

support

suspension

truss

viaduct

Advance preparation

- Arrange visit on Day 2
- Collect objects for Day 1
- Arrange additional adult help for Days 1 and 2
- Arrange access to computers and library resources for research
- Arrange access to hall or similar space
- Photocopy all activity sheets and photographic resources in advance,
- Arrange the children into groups/pairs for the week's activities

EAL: If possible arrange for a discussion between the child and an adult in the mother tongue before beginning the History Focus Week.

Day One

Resources

- Teaching assistant and three parent/adult helpers
- Five objects, each wrapped up in layers of coloured tissue paper
- Top hat made of cardboard or plastic one from fancy dress shop
- Toy train
- Ship
- Piece of metal
- A picture of a Brunel bridge
- Timer
- [Five Isambard Kingdom Brunel mission cards per group](#)
- [Isambard Kingdom Brunel conclusion mission card](#)
- [Isambard Kingdom Brunel photo](#)
- [Planning sheet KS1](#)
- [Isambard Kingdom Brunel background information sheet](#)
- [Isambard Kingdom Brunel enquiry sheet](#)
- [Isambard Kingdom Brunel mind map](#)
- [Isambard Kingdom Brunel word bank](#)
- [Bridge information sheet](#)

(the above to be used as appropriate)

Place each object on each group table prior to pupils' return.

On return from the assembly, hand out the mission cards with great ceremony. Tell the pupils that they only have eight minutes to complete each part of their mission.

Each group has approximately eight minutes to handle, pass round and discuss the object and then fill in their mission card. Everyone's opinion is valued. When the timer signals the end of eight minutes the object is handed on to the next group.

When the pupils have examined each object (at the end of 40 minutes) call everyone to the carpet.

By discussing the pupils' findings, fill in the final 'conclusion' card.

Reveal person's true identity by unveiling the picture of Isambard Kingdom Brunel.

Give out some or all of the following as appropriate. planning sheet KS1, Isambard Kingdom Brunel enquiry sheet, Isambard Kingdom Brunel mind map, Isambard Kingdom Brunel word bank and discuss their use with the children. Together fill out the planning sheet. Read the children the Isambard Kingdom Brunel information sheet.

Support the pupils in completing their Isambard Kingdom Brunel enquiry sheet.

Ask pupils if they have ever seen any of the bridges that he has made.

Discuss bridges with the children. Elicit information with the following or similar questions: What is a bridge? Why do we need them? What sorts of bridges can we find? Why are there so many different bridges? Do we know any stories or songs about bridges? Use the Bridge information sheet to assist the children in this discussion.

Together sing the song 'London Bridge is falling down'. Before you sing explain to the children that London Bridge was built long ago by the Romans and later on the Vikings pulled the bridge down and it had to be rebuilt.

London Bridge is falling down,
Falling down, falling down,
London Bridge is falling down,
My fair lady.

Build it up with wood and clay,
Wood and clay, wood and clay,
Build it up with wood and clay,
My fair lady.

Wood and clay will wash away,
Wash away, wash away,
Wood and clay will wash away,
My fair lady.

Build it up with bricks and mortar,
Bricks and mortar, bricks and mortar,
Build it up with bricks and mortar,
My fair lady.

Go into the hall or other suitable space.

Ask the children to work in pairs and stand up to create a bridge with their bodies.

How high can they make their bridge? Can their classmates go under the bridge (like boats)?
How far away can they move their feet and lower their arms to accommodate wider boats?
What happens when they do this? Explain to the children that the stretching they felt is called stress.

Explain to the children that the next day will involve a visit to look at some bridges and/or find out more about Isambard Kingdom Brunel. Talk the children through the work that they will be doing on the visit.

Allow some time for the children to start to research Isambard Kingdom Brunel's work, including the bridges he built. They can record their findings pictorially on their mind map and on their enquiry sheet. Encourage the children to add any new words to their word bank.

Day Two: Visit

Resources

- [Trips out checklist](#)
- Parental/adult help
- [Adult cue sheets](#)
- Digital cameras
- Clipboards, pencils, paper, erasers to record their visit

Where possible a visit to Bristol, Swindon, the Brunel museum in Rotherhide, London or Prince Albert Bridge would enhance learning. Where this is not possible, plan a visit in the local vicinity to look at several different types of bridges in the local area. Because of the proximity to traffic and water this visit will need particularly careful risk assessment and additional adult supervision to allow a high adult:pupil ratio.

Read through the trips out checklist.

Remember to welcome parent/adult helpers and identify the children they will be responsible for, explain the activity and learning objectives: **to discover more about the life of Isambard Kingdom Brunel/look at bridges in the area.**

The format for this day depends on the facilities provided at your chosen location.

Take and/or encourage the pupils to take relevant digital photographs and to make sketches of relevant details so that they can go in their own record of the visit.

Days Three and Four

Resources

- Digital photos
- Images of Brunel's bridges
- [Bridge design sheet](#)
- Recycled materials
- Glue
- String
- Sticky tape etc. for bridge construction

Start by talking to the children about the visit yesterday. Elicit information about what they saw on the visit. Ask the children to think about life in Victorian times and who Isambard Kingdom Brunel worked for to give them a clue about why so many bridges needed to be built – railways. Explain to them that their task will be to design their own bridge using Isambard Kingdom Brunel's bridge designs and what they have seen on their visit to help them. Once everyone has completed their own design they will work in small groups to build their own bridge. Their first task is to look at all the designs in their group and come up with a group design. This can be one of the designs or include features from all the designs. Some children may need further assistance with this task.

Provide a collection of recycled materials for the children to choose from for their bridge construction.

Over the two days all children need to be allowed time to research the life and work of Isambard Kingdom Brunel further. Some children may need support with this.

Day Five

Resources

- Any pictures the children have found during their research linking to Isambard Kingdom Brunel that they would like to use in the assembly
- Top hat
- [Record of evidence for children's attainment Yrs 2–3 Level 2](#)
- Completed bridge models
- [Isambard Kingdom Brunel background information sheet](#)

For final assembly select pupils to dress up in the top hat and say a few words about Isambard Kingdom Brunel using their Isambard Kingdom Brunel information sheets. The class will decide what information they would like to present.

Ask the class to decide which bridges they would like to show at the assembly.

Allow time to practise the class presentation.

Whole class assembly

When they return from the assembly pin up the class certificate in a prominent place. Ask the class what new things they have learned today. Remind the children that all the stories they have heard today are about ordinary people doing extraordinary things and that everyone can search for the hero inside themselves. Ask the children to look again at their planning sheets, mind map, word bank and enquiry sheets. Ask the children to complete the enquiry sheet and congratulate the children on a wonderful week of work.

Helpful web links

www.brunel-museum.org.uk

The Brunel Museum, London

<http://www.steam-museum.org.uk/>

Swindon steam museum website

<http://www.greatwestern.org.uk/>

Great Western website

<http://www.clifton-suspension-bridge.org.uk/>

Clifton suspension bridge website

<http://www.royalalbertbridge.co.uk/>

Royal Albert bridge website

www.maidenhead.net/tour/arch.jpg

Maidenhead bridge

www.urban75.org/london/images/osterley11.jpg

Windmill bridge, Osterley, London

http://www.riverthames.co.uk/cms/userdata/rtgads/JB_Windsor_railway_bridge_2.jpg

Windsor Railway bridge