

# Transport in the Past



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## Foundation Phase

### Brief description:

Travel back in time to meet Mr Trevithick, the man who invented the first locomotive. Participate in this lively presentation and use problem solving skills to help him overcome his engineering difficulties.

Make this a half day workshop by hearing the inspiring story of the first man to design and build an aeroplane in Wales. Use our hands-on Transport Explorer Boxes or booklet to investigate the vehicles in the galleries.

### Feedback from teachers and pupils:

'the session was extremely engaging and the actor fantastic. His story telling skills are excellent.'

### Learning objectives to:

- Learn about how people travelled in the past; how things changed and what still the same is.
- Learn about early developments or inventions in air and rail travel.

### Knowledge and Understanding of the World

Time and people

Children should be given opportunities to:

- begin to identify differences between ways of life at different times
- recognise that there are reasons for, and consequences of, some actions
- Recognise the changes caused by time.



To make a booking: Tel: (029) 2057 3600 E-mail: [Learning.Waterfront@museumwales.ac.uk](mailto:Learning.Waterfront@museumwales.ac.uk)

For more details see: [www.museumwales.ac.uk/learning](http://www.museumwales.ac.uk/learning)

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- Understand how people have worked to overcome difficulties.
- Become aware of human achievements and the 'big ideas' that have shaped the world.
- Make comparisons and identifying similarities and differences.
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This session can be adapted for special needs groups – please contact to discuss.

Activity	Skills	LNF
<p><b>Character Actor Session:</b> During this 1 hour facilitated session, children will meet Mr Trevithick, a character actor, who will tell them about his famous invention - the world's first steam locomotive. Children will learn about the exciting story that took place in Merthyr Tydfil and about the difficulties Mr Trevithick had to overcome to get his machine moving. Opportunity for role play and dressing up for a few children is part of the presentation. Children can prepare questions in class to ask Mr Trevithick.</p> <p><b>Half day option includes:</b></p> <p><b>Robin Goch Session:</b> During this 40 minute facilitated session, children will learn about the design and construction of the <i>Robin Goch</i>, one of the earliest examples of aircraft in the United Kingdom. It is also the only field plane of its kind in Wales. Children will learn about the innovative engineering of its builder, Charles Horace Watkins.</p> <p><b>Transport Trail:</b> During this teacher led session, older children can record information using a work booklet based around three modes of transport - planes, trains and automobiles. This booklet is available on request when booking and needs to be copied and brought on the visit.</p>	<p><b>Knowledge and Understanding of the World</b></p> <ul style="list-style-type: none"> <li>• making comparisons and identifying similarities and differences</li> <li>• thinking about questions and then asking them and listening to the answers</li> <li>• becoming aware of human achievements and the 'big ideas' that have shaped the world</li> </ul>	<p>Literacy - Oracy: Developing and presenting informational and ideas. Aspect: collaboration and discussion</p>

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<p>Classes of younger children may prefer to use the time for observational drawing of the large transport objects. Pencils, paper and clip boards should be brought along on the visit. Transport Explorer Boxes, along with a leaflet called <i>Let's Explore</i> for younger children can also be booked for use on the visit.</p>		
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## Resources that your pupils will use during the visit:

**Transport Explorer Boxes:** These need to be booked in advance. They Replica objects and language activities based around these objects are included with adult leader notes.

**Transport Trail:** This booklet for older children is available on request when booking and needs to be copied and brought on the visit.

**Let's explore:** This leaflet for younger children is available on request when booking and will be ready for you on your visit.

## Health & Safety Information for schools:

<http://www.museumwales.ac.uk/en/learning/healthandsafety/>

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## Preparations:

### Trains

- Look at old maps showing train lines and canal, talk about the link between two destinations. Children make their own giant map on the floor, working together.
- Look at the sizes of the different types of transport - compare horse drawn cart, canal boat and train; where they go, how much you can fit in each.
- Look at old maps and aerial photos of town showing railways. Compare old and modern photographs of the same areas.
- Build floor map of town showing where railways and tramways were.
- Sort transport photos into man/horse/steam/petrol-powered.
- Discuss how long journeys took (by rail, tramway and canal) compared with journeys today.

### Planes

- Make an aircraft timeline. Give the children three pictures of aeroplanes and sequence them in order. If appropriate, write a caption underneath.

## Follow-up activities:

### Trains

- Locate Penydarren and Abercynon on a map of Wales and show the basic route of the journey.
- Set a number of problem solving tasks e.g. if the steam locomotive travelled at 5 miles an hour, how far would it travel in two hours? What might make the answer different? For example, if the locomotive stops along the way, or has to travel at a slower speed (uphill).
- Collect modern pictures of trains today and compare with the locomotive – are there any similarities as well as differences?
- Ask children to think of the difficulties in travelling 9 miles over land that the engineers had to solve.

### Planes

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- Ask the children to design and build their own model paper aeroplanes – test out flight distances.
- Discuss other forms of air transport such as air balloons, helicopters and rockets.

## Cars

- Compare the cars they saw at the museum with other modern cars. How are they different?
- Children can ask parents/relatives whether they remember the Sinclair C5 car. What can they tell the children about it?
- Can the children think of any advantages of the Sinclair C5?
- Explain to the class that although the car was good for the environment and quite cheap to buy, it was not very popular. Why do they think this was?

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