

## Rail Safety - Lesson Plans

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### Activity 1 – Railway History

#### Curriculum for Excellence Experiences and Outcomes

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a**

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

#### 1. Connecting the Learning -

Inform learners that Great Britain was the first nation to use steam locomotives and Britain's railway is the oldest in the world. Electrified trains have existed for hundreds of years but large scale electrification of the railway is the latest development in British railway history. Explain to learners that today, they will examine a detailed timeline showing the history of the railway in Britain and use what they learn to create their own text.

#### 2. Sharing the Learning Outcomes -

I can name at least one person who is important in the history of Britain's railway and can explain what contribution they made.

Given a number of key events in the history of Britain's railway, I can place them within a historical sequence.

I can write a newspaper article reporting on a news story from the history of Britain's railway.

**3. Active Learning** - Use this resource to play the 999 activity. Children work in pairs or as individuals to look at the pictures and decide when they think it would be appropriate to phone 999. Use the teachers notes to aid the discussion.

- What are the benefits of travelling on the railway now, compared to 150 years ago? (for example, faster travel, greater comfort.)
- In your view, what have been the most exciting advances made on the railway? (for example, the Channel Tunnel, Eurostar.)

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### Activity 2 – Railway History

- What safety measures have been invented? (for example, signalling, level crossings.)
- What do you think the best invention has been? (for example, points, Brunel's bridges.)
- Why do you think we are using electricity to power our trains today? (for example, more cost-effective, environmentally friendly.)
- Which do you think is more important: train speed, safety or comfort?

As a class, examine the timeline showing the history of the railway. Next, pupils, either individually or in pairs, should choose a different date in railway history and explain their choice. Learners should then research their historical date and fact perhaps during ICT time or using text-based reference materials, taking notes as appropriate.

**4. Demonstrating Understanding** - Following a period of research, learners should assume the role of a newspaper journalist and write a headline and a four paragraph newspaper article reporting on their news story.

**5. Review and Recall** - Learners should have an opportunity to share their newspaper report with their peers. As a class, create a Rail History Timeline and add details of the key events learners reported on in their newspaper article. Can pupils identify at least one individual from the class timeline and/or their newspaper article and explain the contribution they made in the history of rail travel?