

**Lesson Objectives:**

- 1) Students will be able to order a series of key events in Frederick Lanchester’s life chronologically
- 2) People’s will be able to give reasoned opinions about historical judgements using facts to back up their viewpoints

**Links to National Curriculum**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

**Resources**

- **Timeline Powerpoint**
- **Toilet roll with years from 1860 – 2020 written on (each sheet represents 1 year)**
- **Cards with key dates in Lanchester’s life written on (available [here](#))**
- **Plastic wallets to contain cards with equal number of cards in each**
- **Whiteboard markers/pens for students to write key dates from slide 12 onto blank timeline cards**

**Additional Notes**

**Prep**

- Depending upon your choice of toilet roll you may need to use felt tip/permanent marker but beware, it can ‘bleed’ onto any surface you’re writing on!
- You may want to group students by ability so bear in mind which cards to give students.
- Slide 12 deals with Coventry’s history – alter this to reflect individual school, group, local or even national events.

**Lesson Plan:**

1. Settle students down and have Powerpoint ready to go. Use slide 1 to generate debate in the class and either ask for individual feedback as a class or consider using groups for students to feedback. Use open questioning to interrogate student responses – as them ‘why?’
2. Move onto main activity. Use pictures on slide 5 to allow students to develop inference/enquiry skills. Then unroll toilet roll around the classroom – ask students to help.
3. Allow students enough time to look through timeline cards and discuss the events described then let them get out of seats to place cards on timeline. Consider pairing weaker students with more able students to assist. Walk around classroom and check cards are placed chronologically.
4. Once completed students return to seats. Pick out key events on the timeline – e.g. first car, etc. and discuss these with students.
5. Use slides to 6 – 11 to get students thinking about how they can generate opinions based on facts. Ask small groups or split whole class in two and ask them whether they think Fred Lanchester could take credit for the inventions mentioned. Again, ask them ‘why’ – this builds their skills of forming a historical opinion. For example ask students who they would credit with inventing the aeroplane? Fred or the Wright Bros. This should (hopefully) generate different opinions. Interrogate students, ask them why they hold a particular opinion.
6. Use blank cards for slide 12 – you may want to edit this to include national events of importance during the 20<sup>th</sup> Century, or reflect key local events in your own area. Allow groups to place blank cards with dates from slide 12 on
7. Use final slide to reflect on lesson. Use this as an opportunity to stretch and challenge students.

**Cross-curricular links/Extension Tasks:**

**Literacy** – Think about new words used in this activity which can be used to extend student’s vocabulary and improve literacy including ‘chronological’, ‘infer’, ‘deduce’, etc. Display these prominently in classroom and use in weekly spelling tests.

**Creative Writing** – Use activity as a stimulus for students to write a letter to Fred Lanchester (why not look at letters written to Fred in the online archive [here](#)?) Or use this timeline as a stimulus for a narrative piece of work relating to time travel?

**Art** – Students can get inspired by Fred’s story and our online collection of Fred’s [patents](#), [notebooks](#), [sketchbooks](#) and [blueprints](#) to come up with their own designs for vehicles.

**Numeracy** – Use the timeline as the basis for creating investigative maths problems for students.

**ICT** – If you school has access to Tablets then load our free [AR App](#) and download the AR targets from our website so students can see Fred’s story come to life! Or use our free [Serious Games](#) to let students explore Fred’s inventions and learn in a fun, dynamic way!

**Notes**

This lesson plan has been produced by The Lanchester Interactive Archive. For more information please visit our [website](#).



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