

Medium Term Plan for History

Y2-Space Travel

Autumn 2

Class Text: Man on the Moon by Simon Bartram, The Darkest Dark by Chris Hadfield and Field Trip to the Moon by Jeanne Willis

Hook: Man on the Moon

Historical enquiry: What were space crafts like in the past? How have they changed? Why is Neil Armstrong significant? Who is more important Yuri Gagarin or Neil Armstrong? Helen Sharman or Tim Peake?

Topic Reflection: Astronaut Award

Historic Concepts:

vocabulary

<u>EYFS + KS1</u>	<u>KS2</u>	
<ul style="list-style-type: none"> ✓ Chronology ✓ Continuity and Change ✓ Duration ✓ Significance ✓ Interpretation and Diversity ✓ Cause and Consequence. 	<ul style="list-style-type: none"> ✓ Chronology ✓ Continuity and Change ✓ Duration ✓ Significance ✓ Interpretation and Diversity ✓ Cause and Consequence ✓ Settlement ✓ Migration 	<p>Tier 1: space, travel, earth, moon, past, present.</p> <p>Tier 2: sequence, chronological order, develop, achievement, national, international, earlier, later, similarities, differences, significant.</p> <p>Tier 3: launch, astronaut, gravity, orbit, space flight, space shuttle, space station, Russia, United States of America.</p>

Previous Skills

Children can sequence events from living memory.
Use pictures and objects to gather information.
Compare, order and organise objects and artefacts based on age.

Previous Knowledge

Know that the past means an event which has already happened.
Know that the present means now.
Recognise that information about the past can be gathered from a range of sources.

Previous Understanding

Understand that things have happened before I was born.
Understand that we can use 'time markers' to place when events happened in context e.g. before I was born, before my parents were born, etc.

	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
Lesson 1	Interpretation and Diversity	LO: Use a range of historical sources to find out about the past.	Children will look at a range of sources related to astronauts.	I can look carefully at each source. I can say what I can see and describe it. I can say what I information I have found out from it.	I can explain how what I already know has helped me with my thinking.	See IEP/ My Plan/Birmingham Toolkit
Lesson 2	Chronology Duration	LO: Sequence important events.	Children will sequence the key events in the space race. They will identify which achievements were Russian and which were American. Create timeline	I am able to identify the important firsts leading up to landing on the moon. I can say which two countries were involved.	I can recognise the role of the astronauts as explorers. (Astronaut is derived from the Greek words for "star" and "sailor".)	See IEP/ My Plan/Birmingham Toolkit
Lesson 3	Significance	LO: Recognise why an historical figure is significant.	Children will complete a fact file on Neil Armstrong. (In English they will complete a diary of Neil Armstrong's mission.)	I can use a variety of sources to complete my fact file. I can say what he achieved and why it is important.	I can suggest what characteristics a person needs to be significant.	See IEP/ My Plan/Birmingham Toolkit
Lesson 4	Continuity and Change	LO: Identify similarities and differences in space crafts.	Children will look at range of photographs of space and identify the similarities and differences.	I can say what is the same and what is different about the space crafts in the photographs.	I can say how space craft may need to change in the future.	See IEP/ My Plan/Birmingham Toolkit

				I can identify how space crafts have changed.		
Lesson 5	Duration Chronology	LO: Research and gather information using a variety of resources.	Children will compile information about two significant British astronauts. Add this to the timeline.	I know Helen Sharman is from Sheffield and that she was the first British woman in space. I know that Major Tim Peake was the first British man to complete a spacewalk and that his achievement happened in my life time.	I can consider who was more important and say why.	See IEP/ My Plan/Birmingham Toolkit
Lesson 6	Significance Chronology Continuity and Change	LO: Make comparisons and reflect.	Children will compile own timeline of significant astronauts studied with achievements. Consider the various achievements and identify who is the most important astronaut. (Astronaut Award.)	I can make comparisons between the astronauts studied and say who made the greatest achievement.	I can explain my reasoning and offer several reasons for why I have chosen a particular astronaut.	See IEP/ My Plan/Birmingham Toolkit
Endpoints:	<p>Knowledge:</p> <p>Neil Armstrong was the first human to walk on the moon. Helen Sharman was the first British woman in space (and is from Grenoside, Sheffield). Major Tim Peake was the first British astronaut to complete a spacewalk.</p> <p>Skills:</p>					

	<p>Compare spacecrafts over time noticing similarities and differences. Confidently and accurately use the vocabulary: past and present. Look carefully at sources, using clues to gather information.</p>
	<p>Understanding:</p> <p>Understand that the past can mean earlier in the day, last week, month, year, etc. Space travel is a new area of exploration and in comparison to our world, is relatively unexplored. Astronauts are explorers and with that there are significant risks. Understand why spacecrafts have changed.</p>