## History Year 1

	Learning Theme: - Space							
Term 2	Learning Question & NC	Substantive Knowledge To know that	Disciplinary Knowledge	Vocabulary	Evidence in books & Assessment opportunity	Equipment & resources	Lesson ideas	
Session 1	LO: To know and find out about the first man on the moon.  Key Questions – Has man ever been to the moon and how can we know for sure?  Who is Neil Armstrong and what is he famous for?	To know in 1969 – Neil Armstrong landed on the moon.  To know that Neil Armstrong loved flying. He flew fighter planes for the American Navy and later tested rocket-powered planes. All before becoming an astronaut.  To know that on the 20 July 1969, he became the first man to walk on the Moon.	Know about events beyond living memory that are significant nationally or globally.  Knows and can talk about key facts about the lives of significant individuals in the past who have contributed to national and international achievements.  Able to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong.	Space, past, before, after, timeline, order, memory, future, significant, famous, Armstrong, America, moon landing, fighter plane, astronaut, professor, launched, perspective, scientists.	In books: Model using the sheet of statements for the children to write a fact that they have learnt about the first man on the moon/ moon landing:  Example: There were 3 American astronauts, who went on the mission to the moon. They landed in July 1969 and placed an American flag on the surface.  Neil Armstrong was the first man to step foot onto the moon. He was born on a farm in Ohio.  Children can stick in a picture once they have written something. Scribe for LA if needed.	PowerPoint  Watch: Twinkl's KS1 Neil Armstrong Biography Animation in order to find out more about Neil Armstrong.	Set 1 PowerPoint Introduce our topic for history this term is space by using slide 1 which is animated to act as a slow reveal. As each of the four covering coloured squares disappears on clicking, so more of the image of man on the moon is revealed. Discuss how they knew this was man's first moon landing.  Explain that this was in 1969 nearly 50 years ago, and wa the first-time man had ever set foot on the moon. We are going to find out how th astronauts got there and back and what they did while they were on the surface of the moon. We are also going to ask how we know that this really happened. But first we are going to look at the story of how man first started to fly.  Step 2 As a class — using the copies of slides 9-14 (labelled A-F) printed out and cut out. Ask them to work out which the think is the earliest attempt at flight and then place the rest in chronological order. Put onto display.  Dwell on slide 14 (E) which shows the Wright Brothers' first powered flight in 1903. Reinforce the link between that and the first moon landing by showing the pupils slide 15. Explain that the visor of the space helmet was the one used for the first moon	

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the first man on the moon. The past who have liability, lighter		to go to the moon?	_	_				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
			the mat man on the moon.	the past willo have	ומוומוווק, ווקוונכו			

		contributed to national	plane, astronaut,		The picture on the cover
		and international	professor,		depicts the author (as a
		achievements.	launched,		child) in a dream, walking on
		acilievements.			
			perspective,		the moon with Neil
		Able to compare aspects of	scientists.		Armstrong and Buzz Aldrin.
		life in different periods [for			
		example, Christopher			Activity 2
					-
		Columbus and Neil			The next activity on the
		Armstrong.			carpet: Asks pupils to think
					of reasons why people might
					have gone to the moon. This
					will be speculative but it will
					be interesting to know what
					ideas pupils can come up
					with. To consolidate their
					understanding, now move to
					a good thinking skills activity
					called diamond-4. Using the
					diamond shaped cards
					provided as Lesson 2
					diamond, ask pupils to work
					out which 4 of the 6 ideas
					would have been real
					reasons for going to the
					moon 45 years ago and
					which look like they have
					been made up.
					been made up.
					When you have checked that
					they have correctly
					jettisoned the spurious ones,
					ask them to now consider
					the 4 possible reasons. Ask
					them to create a large
					diamond shape of their own
					with these 4. To do this they
					•
					must discuss and then place
					the one they consider the
					most important at the top
					and the one they think was
					the least important reason at
					the bottom. Finish the task
					by asking them to share their
					thoughts and possibly re-
					position the cards as a result
					=
					of the discussion.
					Activity 3
					Role play – Ask kindly if a TA
					would pretend to be Neil
					Armstrong (Hopefully, we
					can find a suitable crash
					helmet from year R or any
					other prompts to help). Get
	i	İ	ı İ		the children to ask questions
				l l	alan da la
					about why he went to the
					about why he went to the moon and what it was like.

							Use the teacher notes to help answer questions.
							neip unswer questions.
Session 3	LO: To know the order of events.  Key Question – What was the mission? How were they able to get to the moon and back safely? How long did it take?	To know that on December 23, 1969 Neil Armstrong went aboard Apollo 11 and became the first man to walk on the moon.  After months of practice and preparation, the Apollo 11 spacecraft launched from the Kennedy Space Centre in Florida on July 16th 1969.  Neil Armstrong, along with and Buzz Aldrin, landed on the moon. The astronauts arrived back on earth on July 24th 1969.  Neil Armstrong spent 21 hours and 36 minutes on the moon.  After stepping onto the moon, Neil Armstrong was heard saying:  "That's one small step for man, one giant leap for mankind."  More than half a billion people watched Neil Armstrong walk on the moon.	Know about events beyond living memory that are significant nationally or globally.  Knows and can talk about key facts about the lives of significant individuals in the past who have contributed to national and international achievements.  Able to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong.	Space, past, before, after, timeline, order, memory, future, significant, famous, Armstrong, America, moon landing, fighter plane, astronaut, professor, launched, perspective, scientists.	In books: Children can stick in the sequence in the correct order. Then write a sentence to justify their answer of ordering between 2 pictures using the correct vocabulary of before and after etc.  Model a sentence, something like: The launch picture went before the sea rescue picture because the rocket needed to fly into space first and they were rescued from the sea at the end.	Power point	Activity 1: Sequencing images Print out before the lesson — Provided on the PowerPoint and place around the room. Don't show the PowerPoint yet - The numbered images, each representing a stage in the outward and return legs of the Apollo 11 mission. Ask the class to look and try to sequence the mission voyage to the moon and the return journey. Model using vocabulary of time e.g. after, next, before.  Activity 2: Clever history words Show the PowerPoint in the given order on the presentation and ask individuals to come to the front and explain what is happening in each stage of the mission. Try to encourage good subject-specific vocabulary. A list of useful words is shown below. Have the words (not the definitions) on the IWB. Can pupils who are listening be the first to spot that a 'clever' history word has been used?  Correct order of events: 3. Launch of Saturn V rocket for Apollo 11 The whole spacecraft. 1. Eagle and Columbia separate, 70 miles up on way to the moon. Columbia Command module: The spaceship that separates from the Eagle and waits. 4. Armstrong and Aldrin collect rocks to take back to scientists on Earth.

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Session 4	LO: To know and understand what it was like and what they did on the moon.  Key Question – What did they do on the moon?	To know that the Moon's surface is mostly made of iron, other metals found on the moon are magnesium, aluminum, silicon, titanium, gold, silver, and mercury. On Earth, humans have oxygen to breathe. But there's very	Know about events beyond living memory that are significant nationally or globally.  Knows and can talk about key facts about the lives of significant individuals in	Space, past, before, after, timeline, order, memory, future, significant, famous, Armstrong, America, moon	In books:	https://www.youtube.com/watch?v=raN5VLEro1w https://www.youtube.com/watch?v=INQlaTnN2cg	Crater: A huge hole on Moon's surface. 7. The Eagle has landed. You can see high overhead and to the right the module that Michael Collins is in, called Columbia, waiting for the astronauts to return.  Dock: Links or join spacecraft together Eagle Apollo's lunar module, the part that landed on the moon's surface. 8 The Eagle leaves the moon surface, with the lower half left on the moon.  Gravity: The force which pulls everything to the ground. 2. Spaceship in its final orbit around the moon returns to earth which they can see green and brown below. 6. Parachutes bring the astronauts back to earth. 5. Splash down (8th in sequence) 195 hours after their lift off. The small part of Columbia that is left floats on the ocean, as Navy divers get the astronauts out Lunar: related to the moon Orbit: The circling path around the Moon, Earth or the Sun Module One: Complete part of the spacecraft  Step 1 Read through the four texts as a class get the children to find as many actions (verbs) that the astronauts carried out while on the moon.  Step 2
		On Earth, humans have oxygen	key facts about the lives of	Armstrong,	Children write a sentence describing what it was like and what the astronauts did in space.		

							Model something like: We were walking like we were on a bouncy castle. Floating and leaping through the space. We carefully, bent down low to collected moon dust and moon rocks for analysing back on Earth. Etc.
Session 5	LO: To know why the moon landing was significant as an international achievement.  Key Question - Why was it significant that Neil landed on the moon?	To know that Neil's footprints will be on the Moon for millions of years, because there is no wind to blow them away!  To know that the moon landing taught us about the structure of the moon. It gave us the first perspective of the Earth from Space. Overall, there are many technologies that we now use in our daily lives that we would not have if scientists did not continue to explore space.  For example, weather satellites, freeze dried food, communication satellites, TV satellite dishes, medical imaging devices, the in-the-ear thermometer, fire-resistant materials used in firefighting, smoke detectors, sunglasses, cordless power tools, the Space Pen, shock-absorbing materials used in helmets, joystick video game controllers and even golf balls.	Know about events beyond living memory that are significant nationally or globally.  Knows and can talk about key facts about the lives of significant individuals in the past who have contributed to national and international achievements.  Able to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong.	Space, past, before, after, timeline, order, memory, future, significant, famous, Armstrong, America, moon landing, fighter plane, astronaut, professor, launched, perspective, scientists.	In Books: Write an explanation as to why it was important that the 3 astronauts went to space in 1969 and what has been achieved since.	https://www.bbc.co.uk/newsround/48789792  file:///C:/Users/jshaw/Downloads/72_backa2.pdf	Look into reasons as to why the moon landing was a significant international achievement.
Session 6	LO: To think about how to commemorate the Moon Landing.  Key Question: How do you think we should remember the first man on the moon on July 21st 1969? What symbol could we use?	To know how and why we celebrate events from the past, for example: Guy Fawkes night, King Charles III coins.	Know about events beyond living memory that are significant nationally or globally.  Knows and can talk about key facts about the lives of significant individuals in the past who have contributed to national and international achievements.  Able to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong.	Space, past, before, after, timeline, order, memory, future, significant, famous, Armstrong, America, moon landing, fighter plane, astronaut, professor, launched, perspective, scientists.	In books: Children design a commemorate stamp. Children then need to write an explanation of what they chose to draw. "I drew the flag and the footsteps because "		Explain that they are going to design a way of commemorating what the men achieved. Show that at the time there were newspapers and even a plaque on the moon. But we want something from nowadays, nearly 50 years later to make sure people don't forget what they achieved.  Step 1 Ask children to think of different ways that famous people and events have been commemorated e.g. Guy Fawkes and the Gunpowder Plot are celebrated every year with bonfires and fireworks, World War One and Two are

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				commemorated on
				Remembrance Day by
				poppies echoing those that
				grew in the disturbed earth
				of the battlefields.
				Famous people, such as
				Florence Nightingale and
				Charles Dickens, and famous
				events are often
				commemorated on
				banknotes or postage
				stamps.
				As an example: For the
				Moon Landing what if July
				21st was to be called Man on
				the Moon Day? What OTHER
				symbols could be used to
				commemorate the first
				Moon landing? Working in
				pairs, children can make
				suggestions which you can
				log on the IWB.
				108 011 111 211
				Lesson 6 ideas - shows some
				ideas for commemorating
				the Moon Landing which you
				could cut and get the
				children to rank in order left
				to right from worst to best.
				The class then evaluate the
				collected ideas before they
				use some of the suggestions
				for the next task.
				TOT the Heat tasks
				Step 2
				Explain that we have decided
				to create designs for a
				commemorative stamp. (You
				might wish to show children
				some examples of used
				commemorative stamps
				such as the one shown on
				slide 3 of the PowerPoint.)
				Start off by discussing the
				children's ideas for what
				their idea might be and the
				reasons for their choice.
				reasons for their choice.
Notes	<u> </u>	 I	1	
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