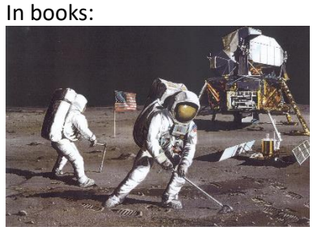
History Year 1

Learning Theme: - Space							
Term 2	**Learning Question & NC Link**	**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.	<u>In books:</u> 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.	<u>Set 1 PowerPoint</u> 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 was the first-time man had ever set foot on the moon. We are going to find out how the 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 they 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

							landing in 1969, but the reflection inside was added later. It shows the Wright brothers with their plane the Flyer in 1903. The spacemen are showing that it all started when man learned to use machines to power flight. <u>Step 3:</u> Now ask pupils to think how we would know if man had really been to the moon, and not just made up the story. You might like to use the prompts on slide 16 as a basis for discussion. Most should identify the selfie as the incorrect answer. <u>Step 4: Prove it!</u> Pupils are given a set of statements (Prove it) they have to find evidence for. To do this they will need to have a set of visual clues placed around the room as if it was an art gallery. These are provided as slides 3-8 (i.e. clues 1-6 in the numbered in black circles. Working in pairs pupils have to complete the checklist. You will notice that there are two columns. This provides extension for the more able by asking them to find (sometimes) not only more than one clue but also to work out which is the best clue. <u>Watch:</u> Twinkl's KS1 Neil Armstrong Biography Animation in order to find out more about Neil Armstrong.
Session 2	LO: To know how to ask questions to find out answers about why Neil Armstrong risk his life to go to the moon. (Practical lesson) Key Questions: Why did the astronauts risk their own lives to go to the moon?	To know that Neil Armstrong later became a professor and taught others all about flying. To know that Neil Armstrong got his pilot's licence when he was just 16, before he could even drive a car! To know he is famous for being the first man 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	Space, past, before, after, timeline, order, memory, future, significant, famous, Armstrong, America, moon landing, fighter	<u>In books:</u> Stick in a photo of the children asking Neil Armstrong questions, then type up a class explanation as to the reasons why he risked his life to go to the moon.	Book "The Sea of Tranquillity". Power point	<u>Activity 1</u> Look at the book Mark Haddon's book, The Sea of Tranquillity. When you read the story, it should represent the authors recollection (as a child) of Apollo 11.

			contributed to national and international achievements. Able to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong.	plane, astronaut, professor, launched, perspective, scientists.			The picture on the cover depicts the author (as a child) in a dream, walking on the moon with Neil Armstrong and Buzz Aldrin. <u>Activity 2</u> The next activity on the 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. 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 the children to ask questions about why he went to the moon and what it was like.

							Use the teacher notes to help answer 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	<u>Activity 1: Sequencing images</u> 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. <u>Activity 2: Clever history words</u> 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.

							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
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 little oxygen to breathe in space. The gravitational attraction on the Moon is much less than it is here on Earth, and a person weighs less on the Moon. Orbiting spacecraft have found traces of water on the lunar surface that may have originated from deep underground.	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 write a sentence describing what it was like and what the astronauts did in space.	https://www.youtube.com/watch?v=raN5VLEro1w https://www.youtube.com/watch?v=INQlaTnN2cg	<u>Step 1</u> 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 When the children have worked out the different actions, ask them to think about how they would mime each of the actions. Step 3 Get a few children to act out a scene of what the astronauts did on 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

							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. 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. 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.
Notes							