

Year Group	1
Term	Summer 1
Subject	History

Topic	Journey to Outer Space
Curriculum Intent	To look at the lives of significant individuals in the past who have contributed to national and international achievements: Neil Armstrong, and Mae Jemison To look at the chronology of the race to space using timelines

Key Vocabulary	After – later in time than, or behind in order Before – at an earlier time; in the past Astronaut – a person trained to take part in space flight Evidence – something that gives proof Famous – recognised or liked by the public Significant Individual-people who have made important achievements Flight – an act of passing through air or space by flying Gather – collect things together Facts- History – everything that has happened in the past to people or things Launch – to put in motion Mission – a particular task or duty Space – the area that contains the entire universe beyond the earth Space race – competition between the United States and the Soviet Union (Russia) to be the first to reach space. Travel – when you go from one place to another, often to a place that is far away. Achievement-what did they do? Beyond living memory, living memory-Passages of time Equipment- what did they take with them into space Explorer-someone who travels to a place to discover new things Past/present Timeline-a way of visually sequencing events in chronological order Sources- primary and secondary sources Facts- are true based on evidence Chronology- it tells us what happens when.
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Historical Skills	• Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). • Placing events on a simple timeline. • Asking why things happen and beginning to explain why with support. • Using artefacts, photographs to answer simple questions about the past. • Finding answers to simple questions about the past using sources (e.g. artefacts). • Beginning to identify different ways to represent the past (e.g. photos, stories). • Asking how and why questions based on stories, events and people. • Asking questions about sources of evidence (e.g. artefacts). • Drawing out information from sources. • Describing the main features of concrete evidence of the past or historical evidence. • Drawing simple conclusions to answer a question. • Communicating findings through discussion and timelines with physical objects/ pictures. • Discussing and writing about past events or stories in narrative or dramatic forms. • Expressing a personal response to a historical story or event.
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Historical Knowledge	• What I should already know? • To know that a timeline shows the order events in the past happened. • To know that we start by looking at 'now' on a timeline then look back. • To know that 'the past' is events that have already happened. • To know that 'the present' is time happening now. • To know that within living memory is 100 years. • To know that some people and events are considered more 'special' or significant than others. • To know that photograph, pictures and artefacts can tell us about the past. • To know some inventions that still influence their own lives today. • To know some achievements and discoveries of significant individuals.
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Summer 1 MTP				
Week	Learning Objectives	Activities	Differentiation	Outcome
1	- I understand there was a race to space - To understand events beyond living memory that are significant nationally or globally	Recap on the role of a historian. Brief explanation that there was a race to space Get children to predict what went into space first Discussion on how we might be able to find out about the space race when some things happened beyond living memory. To discuss different sources and there uses- primary and secondary Advantages and disadvantages of different types of sources Predict what went into space by ordering a timeline with no prior knowledge.	Mixed ability groupings Various differentiated sources of information	To understand that some things happened before they were born. To start to ask questions and discuss how we can find out about answers. To know what a source is Using common words/phrases related to the passing of time.
2	To understand some of the key events in the space race	Look at the space race by using different sources and look at the key events. Children then use photos from previous week to order the timeline of key events. Explain briefly the background to the space race between the USSR and USA, Encourage the chn to ask as many questions as possible. Which of these events happened before the first dog was sent into space? Which happened after? Why do you think things happened in a particular order?	Sets of pictures for children to sequence. Challenging questions- why have you put that event first?	To be able to explain some of the key events that occurred in the space race. To ask questions and respond thoughtfully

3/4	- I can find out who Neil Armstrong was and what he did and put the events of his life in chronological order - To understand the significance of the moon landing	Look at different historical sources – video clips, fact files, books and research the life of Neil Armstrong. Discuss which sources of information were the most informative. Place events of his life in chronological order Create autobiography Look at the significance of the phrase One small step for man one giant leap for mankind. Looking at consequences of going to the Moon.	Variety of sources Teamwork Group discussion Teacher scribing ideas in floor book	To be able to say who Neil Armstrong was place the events of his personal history in chronological order. Identify different historical primary and secondary sources. To name some reasons why the moon landing was significant
5	To understand the life of significant female individuals and how they have contributed to national and international achievements	Recap on which individuals went into space first-mainly male. Look at who the first woman in space was followed by the first woman of colour. Why was Mae Jemison going into space so significant?	Use of video and stories Talk partner discussion and adult scribing thoughts in floor book	To know who Mae Jemison was and what impact she had.
6	End of year assessment for history	Assessment opportunity		