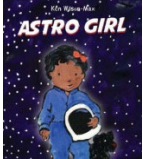

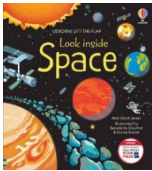
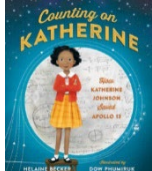
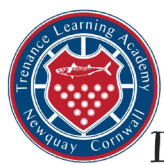


# Space Travel

## Year 2 Term 4

<b>Enquiry Question</b>	<b>How has space travel changed over the last 100 years?</b>				
<b>NC Objectives</b>	<b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>(H1)</b></li> <li>- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <b>(H3)</b></li> </ul>				<b>Key Concept:</b> Travel
<b>Curriculum Coherence</b>	<b>Prior Knowledge</b> In EYFS the children will have learnt what transport is, how transport has changed, which parts make vehicles, jobs in transport, and how transport has changed over time.  In Year 1 the children will have learnt about travel before aeroplanes, who invented the first aeroplane, The Wright Brothers, the first women to fly, how aeroplanes have changed over time and aviation today.		<b>Future Learning</b> Year 5 at NJA children learn about the Space Race. They answer the questions: how did the discovery of the telescope change astronomy? How did space exploration develop from 1940-1970? What can you find out about the moon landing? How do astronauts explore space today?		
	<b>Vocabulary</b> Flight Space Astronaut Discover Significant Moon Landing Apollo 11 Achievement Change Vehicle	<b>High Quality Text</b> Astro Girl by Ken Wilson-Max  Look Up! By Nathan Bryon  Look Inside Space	<b>Misconceptions</b> Chronology - how long ago the period was, what came before and after. Understanding of timelines and what came before and after.	<b>Substantive Knowledge</b> Connecting modes of transports, flight and space flight as ways to travel. They will understand the process of how space travel developed – from aeroplanes, animals in space, people in space, moon landing, NASA now.	<b>Cross Curricular Links</b> Adventures in Literacy – Counting on Katherine  Science – materials used to build space craft  Design and Technology – mechanisms - building a space rover

		 <p>Counting on Katherine by Helaine Becker</p> 		<p>The implications of space travel on people and technology. To understand the globality of space travel (Gagarin – Russia, Armstrong – USA, Peake – UK).</p>	
<p><b>Knowledge Sequence</b></p>	<p><b>Lesson 1 How did the first flight inspire space travel? (H2)</b> In this lesson we will revisit the children's prior knowledge of transport and travel that they have learnt during their Journeys unit in YF and First Flight unit in Year 1. Children will begin to understand the link between transport, flight and space travel. They will learn about the importance of transport and flight in the past and how this enabled space travel to happen. We will begin to introduce the key events of space travel and how this fit onto a timeline.</p>			<p><b>Cause and consequence</b> Know about the cause of an event studied this year and why it is significant.</p> <p><b>Significant events</b> Know the name of a significant event and be able to talk about why it is remembered.</p>	
	<p><b>Lesson 2 What were the first animals in space and why were they sent there? (H1)</b> In this lesson children will start to learn about the first animals that got sent into space. They will learn about how and why fruit flies, monkeys and dogs were sent into space. They will begin to explore the reasons why animals were sent into space first and what the impact of this was. During this lesson children will use their oracy skills to take part in a debate about the pros and cons of this decision. The children will share the high-quality text, Dogs in Space, to explore the story of Belka and Strelka.</p>			<p><b>Chronological understanding</b> Know how to put 5 events / objects in the correct order they happened / were made.</p> <p><b>Similarity and Difference</b> Know simple facts about aspects of daily life studied this year and compare with their own life. Know some things which have changed / stayed the same.</p>	
	<p><b>Lesson 3 Who were the first people in space and why was this significant? (H3)</b> In this lesson children will build upon their knowledge of the animals that got sent into space to learn about the people who first went into space. They will develop an awareness of why the animals got sent into space and what this meant for the first men and women. They will learn about Yuri Gagarin who was the first man from Russian to be sent into space in his vehicle Vostok 1, which circled the Earth at a speed of 27,400km per hour with a flight lasting</p>			<p><b>Historical enquiry</b> Use historical artefacts, photographs, paintings, diaries, newspapers and visits to museums etc to answer simple questions about life in the past.</p>	



	<p>108 minutes. They will also learn about Helen Sharman, the first British astronaut who went into space.</p>	<p><b>Significant event/people</b>          Know the name of a significant event and be able to talk about why it is remembered.          Know the name of a famous person/place and explain why they are famous.</p>
	<p><b>Lesson 4 Who went to the moon and how did they achieve it? (H3)</b>          In this lesson the children will learn about the history of the significant event, the Moon Landing. They will learn about how Neil Armstrong, Buzz Aldrin and Micheal Collins went to the moon. This will be supported through their Adventures in Literacy learning, where they will learn about the significant individual Katherine Johnson and her importance in the Moon Landing. The children will learn about how Neil Armstrong, Buzz Aldrin and Micheal Collins took a part of the Wright Brothers plane to the moon with them, this link will be explored. Children will use sources to understand what happened when they landed on the moon.</p>	<p><b>Historical interpretation</b>          Understand how different versions of the same event and why this may be.</p> <p><b>Historical enquiry</b>          Use historical artefacts, photographs, paintings, diaries, newspapers and visits to museums etc to answer simple questions about life in the past.          Ask and answer questions about the past.</p> <p><b>Significant event/people</b>          Know the name of a significant event and be able to talk about why it is remembered.          Know the name of a famous person/place and explain why they are famous</p>
	<p><b>Lesson 5 Who is Tim Peake and why is he significant? (H3)</b>          In this lesson children will be introduced to the British astronaut, Tim Peake. They will explore who Tim Peake is and why he is a significant individual. They will learn about the history of his life and what it took to become an astronaut. They will learn about the International Space Station, the purpose of it and its link to other countries.</p>	<p><b>Cause and consequence</b>          Know about the cause of an event studied this year and why it is significant.</p> <p><b>Significant event/people</b>          Know the name of a famous person/place and explain why they are famous.</p>
	<p><b>Lesson 6 How has space travel changed over the last 100 years? (H1)</b>          In this lesson children will recap everything they have learnt during this unit about space travel. They will complete a short quiz based on what they have learnt this half term, this will be used for teachers to help to inform future planning. We will discuss the jobs of people that we have seen during this half term and discuss what kind of jobs children may like to do in the future. During this unit we will go on a trip to the Space Port in Newquay, where children will explore the Space Port but also talk to individuals about their jobs and how they got to do the jobs they are doing today.</p>	<p><b>Cause and consequence</b>          Know about the cause of an event studied this year and why it is significant.</p> <p><b>Significant event</b>          Compare aspect of life in different periods.</p> <p><b>Chronological Understanding</b>          Know how to put 5 events / objects in the correct order they happened / were made.</p>



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		Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago
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