



Medium Term Planning

History Year 2 Term 4 2020 - 2021

Year 2	Term 4	Unit title - Significant individuals Neil Armstrong, Tim Peake, Helen Sharman	
Children should be taught about 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 significant historical events, people and places in their own locality.			
... all children should be able to: <ul style="list-style-type: none"> Provide some criteria about what makes a person significant in History. Know how Neil Armstrong has helped us to understand more about the world and beyond. 	...most children will be able to <ul style="list-style-type: none"> Talk about the differences and similarities between people studied. Have an understanding of chronology. Recall some key facts about space travel and travellers. 	Some children will be able to <ul style="list-style-type: none"> Begin to question and debate the criteria of what makes a person historically significant. Think of questions for their own enquiries or other significant people that interest them. Imagine and write about the experiences of significant people based on factual evidence. 	
Key vocabulary: Astronauts, space, gravity, NASA, International Space Station, rocket, moon walk, cosmonaut, spacesuit			
Lesson No.	Key Learning Objectives Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Cross curricular links
1	<u>LI: To know who Neil Armstrong is.</u> <u>Success Criteria</u> All must know at least one fact about who Neil Armstrong is. Most should be able to recall many facts about Neil Armstrong including the date and place of his birth. Some could recall interesting facts about Neil Armstrong in the correct order.	Starter: Collect children's current knowledge of Space and in particular Space Travel. Complete KWL sheet. Introduce Neil Armstrong using PPT from Twinkl to support teaching. Children to produce a fact file with key facts about Neil Armstrong and his life-Where did he live? When was he born? Encourage children to think about what information is relevant. Plenary - Children to share with learning partner what they know about Neil Armstrong. You could do a gallery walk of what the children have produced in the lesson.	English - Information texts
2	<u>LI: To know why Neil Armstrong is important.</u> <u>Success Criteria</u>	Starter - Display 3 facts about Neil Armstrong. Include 2 that are true and 1 that isn't. Can children explain which fact isn't true using their knowledge from last week?	English - Information texts Drama Art- posters



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	<p>All must know why Neil Armstrong is important.</p> <p>Most should talk about why Neil Armstrong is important including some interesting facts.</p> <p>Some could recall Neil Armstrong's famous words.</p>	<p>Discuss with children what the word 'achievement' means. Can they name some of their own achievements? What did Neil Armstrong achieve in his life? Why is he so important?</p> <p>Watch clip: https://www.youtube.com/watch?v=cwZb2mqId0A. Chant his famous words together. Put on space themed music and ask children to imagine they are on their own space adventure. How might they feel?</p> <p>Children to produce a poster showing why Neil Armstrong is important.</p> <p>Plenary - Hot seat Neil Armstrong.</p>	
3	<p><u>LI: To produce a timeline of Neil Armstrong's life.</u></p> <p>All must know at least two key events in Neil Armstrong's life.</p> <p>Most should know five key events in Neil Armstrong's life and correctly order them.</p> <p>Some could explain their timeline adding detail to the five events.</p>	<p>Starter: Children to share with learning partner what they think the best part and the worst part is of being an astronaut.</p> <p>Talk about what a timeline is and look at the timeline displayed in class to explore the idea of chronology. Recap the key facts we know about Neil Armstrong's life. Did they all happen at the same time? Explain to children that we need to put them on a timeline to show they happened at different times in his life. (You could borrow the washing lines from Year R to help model a timeline practically)</p> <p>Children to use the differentiated template (Twinkl) to produce Neil Armstrong's timeline. LA could do this practically on washing line.</p> <p>Plenary - Introduce British astronauts- Helen Sharman and Tim Peake who they will be learning about over the next two weeks.</p>	
	Writing Opportunity	<p>Back to Earth with a Bump Story resources (see saved folder)</p> <p>After reading the story there are a number of possible writing opportunities.</p> <p>Packing a backpack</p> <p>Sequencing and retelling</p> <p>Writing own adventure</p> <p>Postcard from Space.</p> <p>Children could try to add some facts from their learning into their writing.</p>	



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4	<p><u>LI To know who Helen Sharman is and why she is important</u></p> <p><u>Success Criteria</u></p> <p>All must recall who Helen Sharman is and why she is important.</p> <p>Most should recall interesting facts about Helen Sharman</p> <p>Some could compare facts about Neil Armstrong and Helen Sharman, noting similarities and differences.</p>	<p>Starter - Space true or false discussion cards from Twinkl. Place true or false signs up in the classroom and ask children to run to the answer they think is correct. Can they give reasons for their thinking?</p> <p>Display British Space Timeline showing the journey of British people into Space. What does anyone know about Helen Sharman? Use the following PPTs to learn more about Helen Sharman. Helen Sharman and Amazing astronauts (Twinkl) (see resources) Or use the link to hear about her discussing her journey into space. https://www.youtube.com/watch?v=3or5-SOPYd4</p> <p>Children to work in groups to hot seat Helen Sharman. What questions can they ask? Place children in mixed ability groups and have printed out PPT to help. Take photos for books.</p> <p>Plenary - Show children the following question on the board: Why was Helen Sharman important? Children to write their answers on post it notes or whiteboards to go in books alongside photo evidence.</p>	<p>https://www.independent.co.uk/news/science/the-timeline-britain-in-space-2094442.html</p> <p>Teachers' resource British Space Timeline.</p> <p>English - Information texts</p>
5	<p><u>LI: To know who Tim Peake is and why he is important.</u></p> <p>All must recall who Tim Peake is and why he is important.</p> <p>Most should recall interesting facts about Tim Peake.</p> <p>Some could compare facts about Neil Armstrong and Tim Peake, noting similarities and differences.</p>	<p>Starter - Collect chn's knowledge of Tim Peake.</p> <p>Share ppt of Tim Peake (Twinkl) see reources lesson 5 Share ppt of Becoming an astronaut (Twinkl)</p> <p>In groups mind map key information about Tim Peake. What are the key facts about his journey to become an astronaut?</p> <p>Children to create a poster/factfile about Tim Peake. How does his journey to become an astronaut look different to Neil Armstrong. How has space travel changed?</p> <p>Plenary - Watch clips of Tim Peake perform certain tasks in space. http://www.bbc.co.uk/newsround/35454548</p>	
6		<p>Space Day- cross curricular day to be followed by Writing task for Term 4. There are lots of activities for Space Day on Twinkl.</p> <p>Writing opportunities:</p>	



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