

Theme: To Infinity and Beyond

Subject: History

Years: 1 / 2

Term: Autumn



National Curriculum:

- Lives of significant historical figures
- Significant events beyond living memory

Key Skills

Years 1 and 2	WT 1	EXP 1 / WT 2	EXC 1 / EXP 2	EXC 2
Constructing the past	I can begin to identify some relevant features of particular historical themes, events and people from local, national or global history.	I can identify some relevant features of particular historical themes, events and people from local, national or global history.	I can briefly describe features of given themes, events and people from local, national or global history.	I can explain a range of features covering family, local, national or global history and draw a range of conclusions.
Sequencing the past	I can sequence a few objects or facts on a timeline with teacher support .	I can sequence a few objects or facts on a timeline.	I can independently sequence a few objects or facts on an annotated timeline.	I can give a valid explanation for a sequence of objects and events on a timeline.
	I can use a few time terms when prompted such as now/ then/ nowadays/ week/ month/ year.	I can use a number of time terms such as now/ then/ nowadays/ week/ month/ year.	I can understand and securely use a wide range of time terms.	I can use more complex terms such as BCE / AD and other period labels.
Significance and interpretations	I can begin to consider one reason why an event or person might be significant.	I can consider one reason why an event or person might be significant.	I can identify a range of significant aspects of a theme or person and comment on their choice.	I can give valid reasons for choosing an event or person as being significant.
Using sources as evidence	I can retrieve information from a source, including written, oral and artefact examples.	I can retrieve information from different types of sources, including written, oral and artefact examples.	I can independently select information from different types of sources, including written, oral and artefact examples.	I can critically evaluate in the usefulness of sources to answer historical questions.

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	What? <i>Learning Challenge / Skill Taught</i> How? <i>Teaching Activities and Differentiation</i>	Focused activity (Y2)
Session 1	LC: Can you say why the moon landing was an important historical event? Video of moon landings. Discuss when and where they are happening. http://www.sciencekids.co.nz/videos/space/moonlanding.html Briefly look at Twinkl Powerpoint to look at some key facts. Use notebook to introduce key words Y2 children may want to use for writing. How do we know this is the past? What clues are there? How do we know this is a significant historical event?	Children to draw a picture of the moon landings and write sentences about it.
Session 2	LC: Can you put key events from space travel in chronological order? Use the smart notebook to discuss key events of space travel. Use pictures of some of the key events and sequence them on a human timeline as a class.	Children to make a timeline of significant key events. Write two sentences to describe two key events.
Session 3	LC: Can you recall some facts about Neil Armstrong? Use Twinkl powerpoint to introduce Neil Armstrong. Discuss and make a note of key facts children have learnt.	Children to make a poster to tell people about Neil Armstrong.
Session 4	LC: Can you recall some facts about Tim Peake? Use Twinkl powerpoint to introduce Time Peake. Discuss and make a note of key facts children have learnt.	Children to write about Tim Peake.
Assessment task	Children to make a poster to tell people what they know about space. Provide children with a key word mat and some pictures to use to make their poster. Children to work independently.	Children to make a poster.

Continuous Provision Areas

Writing

1. I can draw a picture of an astronaut and label it
2. I can draw a picture of rocket and write sentences about it.
3. I can write a postcard from space to my family.

Small World

1. I can role play a journey into space.
2. I can make labels and signs for my scene.
3. I can use role play to help me write a story about going into space.

Investigation

1. I can find pictures of the moon landings and astronauts.
2. I can write some space words I find in books.
3. I can write some questions about space and find the answers.

Construction

4. I can design a rocket and build it.
5. I can build a rocket or space station and label it.
6. I can write instructions for building a rocket.

Computers

4. I can draw a space picture.
5. I can put in some space pictures and label them.
6. I can find information about space and write present it.

Creative area

4. I can draw and label a rocket.
5. I can design and build a rocket.
6. I can design a space suit for an astronaut and make it.