

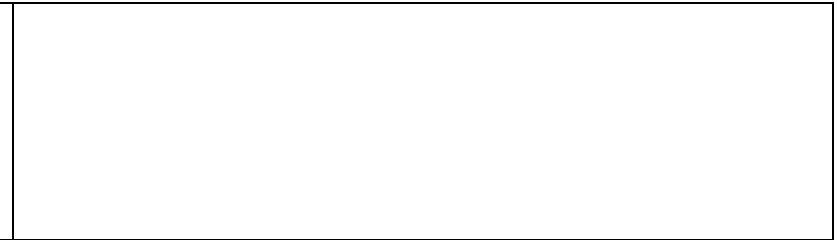
TERM 2 OVERVIEW YEAR 1 and 2 – History

Term 2 Book – The Man On The Moon

Topic(s) - Significant Individuals (Neil Armstrong)		Guide Time = 3 lessons
Assessment:	Individual quiz against the VIPs.	Very Important Points (VIPs): <ul style="list-style-type: none"> • Neil Armstrong was the first man to walk on the moon. • The moon landing was in July 1969. • The mission that landed on the moon was called Apollo 11. • The three astronauts that were on the Apollo 11 mission were Neil Armstrong, Buzz Aldrin and Michael Collins. • The moon is cold, dry, dark and still. • The rocket that took the astronauts to the moon was called the Saturn V (five). Fat Questions: <ul style="list-style-type: none"> • How do we know the moon landing actually happened? • Neil Armstrong said “It’s one small step for a man, one giant leap for mankind” What does this mean? • Why was the Apollo mission called Apollo 11? • Are we alone in the universe? • Can anything survive on the moon? • Do you think the moon will ever be a holiday destination? If it was, would you go?
Links to prior learning (sequencing) and canon book	Children may have some prior knowledge of the moon and the moon landing. They will have an awareness that some events happened in the past, or in 'the olden days', and that things were different for people in the past.	
Links to other learning (cross fertilisation)	<p><u>The World Beyond us:</u> There are other planets than ours (Earth) in the Solar System. The universe is infinite and not fully understood. There are planets and moons in space. The moon is the same shape as, but very different from, Earth.</p> <p><u>The World Around Us:</u> Neil Armstrong was from America.</p> <p><u>Modern Britain:</u> Have there been any British astronauts?</p> <p><u>Healthy Bodies & Healthy Minds:</u> How do the astronauts keep healthy in space?</p> <p><u>Culture:</u> How did people commemorate the moon landing in 1969?</p> <p><u>Technology in Action:</u> Astronauts were sent to the moon with nothing more technologically advanced than a calculator. How does technology help the astronauts in space?</p>	
Links to future learning	Children will continue to build on their history skills throughout the year, and will learn about significant individuals from other periods of history.	
Character/Wider Development ('50	During this unit of work, children will develop their skills of respect – both respect for a famous person and respect for the	

things', cultural capital, skills)

views of other people regarding that person. Any discussion that arises around conspiracy theories will help to develop tolerance of different people's views, and could lead into respectful discussion. Learning about space can develop a sense of awe and wonder, and a deep and profound appreciation for the world beyond us and our place within it.



OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Lesson 1: The moon</p> <p>Children will learn what the moon is, where it is, and what it is like on the surface.</p>	<p>What is the moon?</p>	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Moon Atmosphere Gravity Barren Dust Weather Orbit</p>	<p>GD: Children are encouraged to use the knowledge organiser to find certain key pieces of information to include in their work.</p> <p>SEND: Children can work with peer or adult support to select true or false statements to go on their spinner. Alternately, they can work as a team to create a poster of moon information.</p>	<p>Children may believe that the moon is flat, because it looks it when viewed in the sky.</p> <p>Children may believe that the moon is close by, or small, because of how it appears in the sky.</p> <p>Children may believe that the moon is made of cheese, as this is a popular urban myth.</p>	<p>Introduce the moon, using lots of images. What is the moon, where is the moon, what is it made of, how far away is it? What is it like on the moon?</p> <p>Year 1: Decide on true and false statements about the moon and copy/stick onto moon spinner. Think of one of their own.</p> <p>Year 2: Make a moon spinner with 4 facts about the moon.</p> <p>Deepening the Moment: Can anything survive on the moon? Why?</p>

<p>Lesson 2: Exploring the moon landing.</p> <p>Children will learn the key facts about the Apollo 11 mission to land on the moon.</p>	<p>Has anyone ever been on the moon?</p>	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Neil Armstrong Edwin 'Buzz' Aldrin Michael Collins Apollo Journey Mission Eagle Cramped</p>	<p>GD: Encourage children to give examples of dialogue – what could the astronauts be thinking or saying at each moment. Laminated speech bubbles or whiteboards could be used to add a written element.</p> <p>SEND: Provide structured scenarios and leading questions to those pupils who need it. Ensure lots of pictures are used to reinforce learning points.</p>	<p>Children may believe that the astronauts were able to behave normally on the moon. Children may believe the journey was similar to what they have seen on cartoons and films – lights blinking, astronauts floating around in zero gravity. They may blend in some elements of fiction such as aliens, warp speed, laser guns etc.</p>	<p>Has anyone been on the moon? Investigate the moon landing, discuss the astronauts that went there in 1969 and the mood surrounding the mission. Show the Michael Collins picture of the Eagle's decent onto the moon. Explore the conditions using drama activities – the launch, the journey, the landing.</p> <p>Year 1: Photo evidence to be stuck into books for this lesson.</p> <p>Year 2: Photo evidence and write a sentence about the lesson. What did you learn?</p> <p>Deepening the moment: How do we know the moon landings actually happened? What evidence will there be?</p>
<p>Lesson 3: Neil Armstrong.</p> <p>Children will learn more about Neil Armstrong and his life.</p>	<p>Who was Neil Armstrong?</p>	<p>To know about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Neil Armstrong America Pilot Ohio Navy Mission NASA</p>	<p>GD: Children should expand on their writing by adding additional information gleaned from teaching sessions.</p>	<p>Children may believe that Neil Armstrong had always been an astronaut, rather than having multiple careers.</p>	<p>Recap the main learning points from the moon landing – when did it happen, what can we remember? Discuss Neil Armstrong – do you think he always wanted to be the first man on the moon? The moon landing was a massive event, do you think Neil Armstrong was a celebrity? Talk through his life story and career.</p>

				SEND: Support children with fewer pictures to organise, or with pre-written sentences to match to the pictures.		<p>Year 1: Create a Neil Armstrong timeline as a class, then written sentences in their books to illustrate the main points.</p> <p>Year 2: Arrange pictures in their books to create a timeline of Neil Armstrong's life.</p> <p>Deepening the Moment: Why do we remember Neil Armstrong? Why was the moon landing a big deal?</p>
<p>Context (big picture learning) This unit introduces children in Year 1 to an in depth study of a significant person, and builds upon prior learning for those in Year 2. Children will see how an event in another country is important globally.</p>						