

**KS1 MEDIUM TERM PLANNER
Man's First Moon Landing Y2**

What kind of explorer would you be?

The new 2014 history curriculum at KS1 asks schools to provide a little more coherence in their choice of famous people to study, suggesting that they might be linked by theme. Here we have a possible theme of **flight** which links earlier work on the Wright brothers and Amy Johnson to the Moon Landing, a link demonstrated by Neil Armstrong taking to the moon a small fragment of wood from the *Flyer*. This topic has proved to be an enduring favourite over the last 20 years, not only with the pupils but also with their parents/guardians and grandparents. Although there are obviously strong cross-curricular links with Art (clay foot prints/ use of marbling when painting the solar system, sketching from memory); Technology (moon buggies in Lego;) Science (gravity); Numeracy (counting backwards-timelines), and Literacy (diary writing/comparing texts) what features here is simply the history-led work which anchors and gives purpose to the other subjects' contributions.

<p>Key questions (show how content and concepts link)</p>	<p>Differentiated Learning objectives</p>	<p>Teaching & Learning activities (linked directly to objectives)</p>	<p>Resources (to help pupils reach the learning objectives)</p>	<p>Written and non-written Outcomes (assessment, including homeworks)</p>
<p>1 Has man ever been to the moon and how can we know for sure?</p>	<ul style="list-style-type: none"> *Pupils can combine clues to infer what the mystery picture might be. *Pupils are able to make links between the astronauts and other pioneers of flight. *Pupils can place the First Moon Landing approximately on a timeline of the last 100 years. *Pupils are able to consider the type of evidence available to 	<p>Activity 1 Slow reveal of image</p> <p>Activity 2 Sequence images of flight from Wright brothers to today, placing Moon Landing in approximate position on a timeline</p> <p>Activity 3 Pupils think of sources we might use to find out about the Moon Landing, rejecting those that are either too recent</p>	<p>KQ1 Ppt contains slow reveal custom animation (slide1), a series of images showing key features of the Apollo 11 mission. Later slides show milestones in history of flight linking to the Wright brothers for pupils to sequence.</p>	<p>Pupils demonstrate sequencing of 5-8 given images showing history of flight and can use historical terms when describing events.</p>

	<p>historians studying the Moon landing of 1969. *They can match statements to specific pieces of evidence. *Pupils understand that people are sceptical as to whether it ever happened and know some reasons why (flag, footprint etc)</p>	<p>to have been used (Smart phones) or not helpful. Activity 4 Prove it! Pupils are given a number of statements for which they have to find the evidence using a gallery of mainly visual images.</p>	<p>RS1 statements to find the evidence for</p>	
<p>2 Why did the astronauts risk their lives to go to the Moon?</p>	<p>*Pupils are able to consider characteristics of an astronaut, drawing on earlier experience of pioneers within this flight topic *They can raise valid questions to ask teacher-in-role as Neil Armstrong. *They can give at least 3 reasons that motivated him and reject spurious ones. Some of the more able can place the Moon Landing in the context of the Space Race with Russia.</p>	<p>Activity 1; Diamond 4 activity. Pupils are given 6 cut-up diamond shapes with possible reasons for Armstrong’s motivation. Pupils have to reject the two made-up ones. More able pupils create a diamond shape putting what they consider the most important reason at the top and the least important at the bottom. Activity2: Neil Armstrong in the hot seat (teacher-in-role)</p>	<p>KQ2 PowerPoint RS1 Diamond 4 activity cards RS2 Information sheet for teacher when in role in the hot seat as Neil Armstrong</p>	
<p>3 How were the spacemen able to get there and back safely?</p>	<p>*Pupils are able to sequence images of the journey there and back: launch; separation of the command modules from Saturn V; <i>Eagle</i> Landing: raising the flag; collecting rocks; <i>Eagle</i> blasts off:</p>	<p>Activity 1: Sequencing. Pupils divided into groups of 3 and are given a set of DIFFERENT pictures; either set A or set B, each with 4 images. They have to sequence their set then work out which pictures are missing. All pupils</p>	<p>KQ3 PowerPoint contains all images needed for the sequencing</p>	<p>Pupils spend time in home corner set up as a command module</p>

	<p>command module floating in sea after splashdown. *They understand how complex the project was. *They are aware of the work of NASA over many years. *They can list some of the hazards facing the astronauts.</p>	<p>with the set A pictures move to a group with set B to make a sequence of 8 images.</p>		
<p>4 What did they do when they got to the Moon and how do we know?</p>	<p>*Pupils can analyse an image and find 5-8 significant features (from simple spacesuit, US flag, footprints, space module, astronaut through to carrying out scientific experiments and naming <i>Eagle</i>, Aldrin and Armstrong. *Pupils are able to find evidence from range of images and text to prove that statements historians make are correct *They extract from a range of text the key information that tells them what took place on the moon's surface.</p>	<p>Activity 1 Fastest finger first. Pupils in pairs compete by taking it in turns to find significant features in the picture given (1 between 2.) Activity 2: comparison of four accounts of varying complexity from which pupils distil what they consider to be the key points Activity 3: Still image/Tableaux. Pupils act out one of the actions of Aldrin and Neil Armstrong: others have to guess what each represents</p>	<p>http://www.keystagehistory.co.uk/keystage-1/what-did-they-do-on-the-moon/ KQ4 PowerPoint with image and 4 texts of increasing length and complexity so you can match to pupils' reading ability</p>	<p>Lower-attaining pupils annotate image of men working on the moon Pupils produce a short account based on cross-referencing and summarising what appears in the texts Lower-attaining pupils give an oral account as</p>

				<p>if being interviewed by radio station- they have slide 2 image in front of them as a prompt.</p>
<p>5 Does everyone agree that we should continue to send men to the moon?</p>	<p>*Pupils can give at least 2 reasons FOR and AGAINST further moon travel *They are able to work in groups making effective contributions whilst listening to the views of others.</p>	<p>Activity 1: pupils generate list of possible pros and cons of going to the Moon, initially in threes and then new ideas added to discussion Activity 2: Conscience alley: Would you take a Golden Ticket to the Moon?</p>	<p>All resources for this lesson can be found on the website http://www.keystagehistory.co.uk/keystage-1/would-you-take-the-golden-ticket-and-travel-to-the-moon/ Resource sheet offers a summary of arguments for both sides</p>	<p>During conscience alley activity all pupils able to make at least two valid arguments for one side</p>
<p>6 How should we commemorate this great achievement?</p>	<p>*Pupils can draw on previous work on famous people and on sources seen in this topic to offer valid ideas. *They show ability to recognise that some ideas would be more effective than others.</p>	<p>Activity 1: pupils list possible ways of commemorating, drawing on what they have encountered in the topic so far (books, video, plaque, stamp) and extend using ideas drawn from other famous people they have studied.</p>	<p>KQ6 PowerPoint sets up the activity RS1 Ideas bank supports the arguments for pupils to sort and prioritise.</p>	<p>Pupils create an illustrated way of commemorating the astronauts' achievements</p>

		<p>Activity 2: pupils draw up a prioritised short list of best ideas.</p>		
<p>7 Pupil-initiated home study <i>(allows choice, promotes creativity and independence but within parameters including writing for audience Start this after session1 so that they have sufficient context to make an informed choice)</i></p>	<p>Pupils are asked to research an aspect of Man’s First Moon Landing that particularly interests them and then to present their findings.</p>			