

	<p>Year group: Year 1</p>	<p>Area/topic: Explorers (Summer 2)</p>
<p>(Objectives from NC/ELG/Development matters)</p> <p>Pupils to be taught:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally and globally. • The lives of significant individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. 		

Prior learning	Future learning
<ul style="list-style-type: none"> • Children would've learnt job roles in reception and nursery so will understand the vocabulary 'pilot'. 	<ul style="list-style-type: none"> • During Summer 2 in Year 2 the children will also do a unit about 'medicine' where they will learn about three influential people and will use the skills of debate and discussion to compare these historical people.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • Children to know who Neil Armstrong is and understand why he is a historical significant figure. • Children need to know about all of the significant events in Neil Armstrong's life that led him to become the first man on the moon. • Children need to know when Neil Armstrong walked on the moon. • Children to see when Neil Armstrong walked on the moon compared to the other historical events previously taught (The 	<ul style="list-style-type: none"> • Children to use the book 'Little People Big Dreams: Neil Armstrong' to learn about his life leading up to the moon landing.

Gunpowder Plot, Medieval castles, King's coronation) to support with chronology.

- Children need to be able to use sources to discover what happened on the day Neil Armstrong visited the moon and what people's reactions and thoughts were.
- Children need to know who Tim Peake is and what he did that was significant.
- Children need to know who Amelia Earhart is and what she did that made her significant.
- Children to debate who they believe was most influential and significant and why (Neil Armstrong, Tim Peake or Amelia Earhart).

Key vocabulary

- **Explorer** - A person who discovers something new.
- **Neil Armstrong** - An American astronaut who was the first man to walk on the moon.
- **Amelia Earhart** - The first female aviator to fly solo across the Atlantic Ocean.
- **Tim Peake** - The first British astronaut to visit the International Space Station.
- **Apollo 11** - The American spaceflight that first landed humans on the moon.
- **NASA** - National Aeronautics and Space Administration - The United States government agency that is responsible for science and technology related to space and air.
- **Astronaut** - Someone who flies to space.
- **Moon landing** - The arrival of a spacecraft on the surface of the moon.
- **Lunar module** - A small craft used to move between the moon's surface and orbiting spacecraft.
- **Orbit** - A regular, repeating path that one object in space takes around another one.
- **Chronology/chronological** - Ordering events in the order that they happened.

- Children to order the events in his life leading up to the moon landing (some draw, some order pictures).
- Children to step into the role of a historian by using photographs, replica newspaper articles and video clips to gather information about the moon landing and the public's reactions and thoughts.
- Children to recall the events of the moon landing by stepping into the role of a news reporter.
- Children to have a class debate using conscience alley to discuss who they believe was most influential/significant and why.

Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> • Children may think Tim Peake also walked on the moon. • Children may think Neil Armstrong was the only person to be in Apollo 11 and go to the moon. 	<ul style="list-style-type: none"> • Little People Big Dreams: Neil Armstrong - Maria Isabel Sanchez Vegara • Little People Big Dreams: Amelia Earhart - Maria Isabel Sanchez Vegara
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Class debate to discuss who they believe is most influential/significant and why. • Children to step into the role of a historian by using photographs, replica newspaper articles and video clips to gather information about the moon landing and the public's reactions and thoughts. • Stepping into the role of a news reporter from 1969 and reporting the event. • Arrange a virtual visit from Neil Armstrong - A live, interactive performance followed by Q&A (Website: www.virtualschoolvisits.com). 	<ul style="list-style-type: none"> • Class debate - opportunity to discuss and debate who they believe was most influential. • Drama opportunities - re-enacting the moon landing. • Interpreting sources - What do they tell you? What can you learn? What does this mean? • Stepping into the role of a news reporter from 1969 and reporting the event. • Q&A session with Neil Armstrong

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• <i>Visual aids</i>• <i>Pre-teaching the vocabulary</i>• <i>Picture timelines</i>• <i>Consider alternative ways of recording the information</i>• <i>Role play opportunities</i>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• <i>Picture word banks</i>• <i>Writing frames</i>• <i>Videos to support understanding and learning</i>• <i>Additional thinking time</i>• <i>Opportunities to verbalise rather than write their ideas and responses</i>• <i>Consider alternative ways of recording the information e.g. talk tiles</i>• <i>Use a visualiser to enlarge images and text</i>• <i>Thicker lines on sheets for writing responses</i>• <i>Role play opportunities.</i>• <i>Opportunities to handle real artefacts to support learning.</i>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• <i>Now and next boards</i>• <i>Allow a quiet space</i>• <i>Give a special role to increase self esteem</i>• <i>Provide visual support - what to do if you are stuck</i>• <i>Movement breaks</i>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• <i>Consider carpet space position during input</i>• <i>Reduce background noise</i>• <i>Enlarge images and writing</i>• <i>Consider alternative ways of recording the information</i>• <i>Where possible, use artefacts rather than images to allow the child to be more hands on</i>