



St. George's CE First School and Nursery



History Topic Sequence

Year 2 Summer 1 – Blast Off

<p>Our children will understand the narrative of the world by:</p> <ul style="list-style-type: none"> - being inspired and motivated to learn about the historical events that have shaped our lives - developing enquiring minds by critically analysing evidence - developing a sense of chronology 	<p>We teach History based on the National Curriculum and mapping the coverage that our children will experience at Middle School. We teach History for three half terms.</p>
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Concepts	Lasting legacies	Pioneers	Life for everyday	Invasion
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Know		Remember	Do	
They will already know...	They will know and understand the words...	They will be taught about...	They will apply this knowledge and be able to:	
<p>Changes in travel over time</p> <p>First flight</p> <p>Women who overcome prejudice – Mary Seacole</p>	<p>Space</p> <p>Astronaut</p> <p>Competition</p> <p>Rocket</p> <p>Technology</p> <p>Exploration</p> <p>Impact</p> <p>Satellite</p>	<p>To know where the space travel fits in the chronology of air travel. First flight (1903)- First rocket launched (1942) -First animal – fruit flies (1947) – First monkey (1949) – First animal to orbit Earth, Laika the dog (1957) – First satellite, Sputnik (1957) – First spacecraft to the moon (1959) – First man in space, Yuri Gagarin (1961) First woman in space, Valentina Tereshkova (1963), First man on the moon, Neil Armstrong (1969), First space tourist (2001)</p> <p>To know what the space race was and who won USA/Russia in competition to be the first country into space – began in 1960's Both countries wanted to be the first to land a person on the moon, although technology wasn't yet available to do this, lots of money was spent to enable this USA eventually won 1969</p> <p>To know who was important in the Space Race Katherine Johnson, Dorothy Vaughan, Mary Jackson and Christine were all crucial in 'The Space Race' due to their maths work. In NASA's early days, African-American women computers played a vital role in advancing its missions Segregation meant that these 4 women (among others) were at a disadvantage. Women's rights (lack of) meant that these 4 women were at a disadvantage.</p> <p>To know about space travel using different sources First man on the moon – Neil Armstrong , Buzz Aldrin, Apollo 11, Use video clips, newspapers, interviews, photographs</p> <p>To know how space travel has impacted ways of life Technological advances have had huge impact on consumer products -wireless headsets, freeze dried food, development of digital imaging tools (CAT scanners/radiography),</p>	<p>To know where the people and events they study fit within a chronological framework</p> <p>To know and identify similarities and differences between ways of life in different periods. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To know and understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>St George's Gems</p> <p>Who was significant in the Space Race?</p> <p>What 3 facts can you say about the moon landing?</p> <p>When was the moon landing?</p> <p>How is our everyday life different because of space travel?</p>

Laptops direct descendants of The Shuttle Portable Onboard Computer (SPOC), Earth is now surrounded by a vast network of satellites, which provide continuous broadband communications and high-definition television, data used for weather reporting, navigation and positioning

Why Now?

Children are at a developmental stage that makes them ready for the content we have planned in this topic. Learning about how space travel has developed builds on their knowledge of the history of flight in Year 1. It helps prepare pupils for understanding of technological advances impacting daily life when they will study how technology and science have had an impact on medicine in Year 4.

History Disciplinary Vocabulary Progression (these are cumulative and are in addition to the topic-specific vocabulary within each unit of study)

EYFS	Year 1	Year 2	Year 3	Yr4
<p>Today Yesterday Tomorrow Before After Time</p>	<p>After Before Clues Event New Now Old Past Present A long time ago</p>	<p>Artefacts Began Museum People Community Recount Source Timeline</p>	<p>Century Chronology Date Decade Era BC, AD, BCE Evidence Interpret Invade Peace Settle War</p>	<p>Ancient Archaeology Civilisation Conquest Democracy Government Discover Enemies Excavate Monarchy Parliament Cultures Rule Monarch</p>