Hampshire County Council
Improvement and Advisory Service

Medium-term plan – Year 1

Year group: 1	**Term:** Spring
Topic/unit: Moon to Mars	
Children make progress in	**Evidence for knowledge/understanding developed**
Substantive knowledge (what we want children to know and remember)	
• That the Apollo 11 mission to the Moon was part of a larger space race that continues to this day • That space travel technology has developed over time • Able to name who Britain's astronauts are and what they did • Are able to identify the traits that are common to astronauts • What exploration is and why the countries were competing?	• Able to place the Apollo 11 mission into a basic timeline of space exploration. • Can explain that there have been changes to the design of rockets. • Able to discuss a long time ago and now. • Can name at least one astronaut and tell you a trait they have. • Can discuss traits some astronauts have in common. • Can name the USA and USSR as countries who were competing to be the best at exploring space.
Disciplinary knowledge (use HIAS AREs)	
• **Chronology–** creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past. • **Continuity and change –** can describe how some aspects of life today differ from the past using simple historical vocabulary. • **Historical significance** – can recognise and describe special times or events for family or friends.	• Able to use a timeline for key events in space exploration and describe them in relation to each other. • Can provide a retelling of the Apollo 11 mission and explain why it took place. • Are able to describe some of the similarities and differences between the lunar landing missions and the later missions of Helen Sharman and Tim Peake or another modern astronaut. • Able to discuss why people are now considered important. And name at least one person they feel are important and give a reason. • Can use the answers they find to give an answer to the key question. • Historians use different types of sources to find the answers to questions. • Historians use the information they find to tell a story of events.
Key question to drive the enquiry to promote children's progress: who was most significant in furthering our knowledge of space?	

Knowledge specific vocabulary

- Astronaut.
- NASA.
- Saturn V.
- Apollo 11.
- Shuttle.
- International Space Station.
- Mars.
- ESA.
- Segment.
- Cosmonaut.
- Launch.
- Soyuz.
- Computer.
- Orbit.
- Rocket.
- America.
- USSR.
- Rover.
- Probe.
- Samples.
- Experiments.
- Gravity.
- Atmosphere.
- MIR.
- Module.
- Mission control.
- Engineer.

Promoting SMSC

- Spiritual
- Moral: should we travel and explore space.
- Social:
- Cultural:

Cross-curricular links

Resources

- BBC Bitesize.
- YouTube.
- www.nasa.gov/.
- *Margaret and the Moon: How Margaret Hamilton saved the first lunar landing*, by Dean Robbins and Lucy Knisley.
- *A computer named Katherine*, by Suzanna Slade and Veronica Miller Jamison.
- *Good night stories for rebel girls*, by Elena Favilli and Francesca Cavallo.
- *Counting on Katherine*, by Helaine Becker and Dow Phumiruk.
- *Little people big world – Neil Armstrong and Mae Jemison*, by Maria Isabel Sanchez Vegara.
- *A galaxy of her own*, by Libby Jackson.
- *The sea of tranquillity*, by Mark Haddon and Christian Birmingham.
- *The darkest dark*, by Chris Hadfield and Kate Fillion.

Key concepts: exploration, technology, living memory, legacy.

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Medium-term plan – Year 2

Year group: 2	**Term**: Spring
Topic/unit: Moon to Mars	
Children make progress in	**Evidence for knowledge/understanding developed**
Substantive knowledge (what we want children to know and remember)	
• That the Apollo 11 mission to the Moon was part of a larger space race that continues to this day. • That space travel technology has developed over time. • Able to name who Britain's astronauts are and what they did. • That astronauts are only one part of a team that makes space exploration possible. • Are able to identify the traits that are common to astronauts. • What exploration is and why the countries were competing?	• Able to place the Apollo 11 mission into a basic timeline of space exploration. • Can explain that there have been changes to the design of Rockets, shuttles and other equipment. • Able to discuss a long time ago and now. • Can discuss the types of roles needed to successfully launch a mission to space. • Can discuss the types of things that astronauts are required to be and explain why they are significant in their achievements. • Understand that USA and USSR were countries who were competing to be the best rather than fighting each other.
Disciplinary knowledge (use HIAS AREs.)	
• **Chronology** – realises that historians use dates to describe events. Use phrases describing intervals of time eg before, after at the same time, etc. • **Continuity and change** – can talk about similarities and differences not just between *then* and *now* but between *then* and *another then.* • **Historical significance – c**an recognise and talk about who was seen as important eg in a simple historical account.	• Able to use a timeline for key events in space exploration and describe them in relation to each other. • Can provide a retelling of the Apollo 11 mission and explain why it took place. • To be able to talk about the changes that took place around each of the missions -speed and extent of change (big/little change). • Can explain that further missions have allowed us to explore space further and the reasons for this. (Development of shuttles, and rockets and the international space station allows people to live in space). • Are able to explain what the similarities and differences were between the 1960's missions, 1990's missions and the modern missions. • Can name and discuss the work of key people in the successful Apollo 11 mission, Helen Sharman's mission and Tim Peake's mission. • Able to discuss why people are now considered important. • Can use the answers they find to give an answer to the key question. • Historians use different types of sources to find the answers to questions. • Historians use the information they find to tell a story of events.

Key question to drive the enquiry to promote children's progress: who was most significant in furthering our knowledge of space?

Knowledge specific vocabulary

- Astronaut.
- NASA.
- Saturn V.
- Apollo 11.
- Shuttle.
- International Space Station.
- Mars.
- ESA.
- Segment.
- Cosmonaut.
- Launch.
- Soyuz.
- Computer.
- Orbit.
- Rocket.
- America.
- USSR.
- Rover.
- Probe.
- Samples.
- Experiments.
- Gravity.
- Atmosphere.
- MIR.
- Modul.
- Mission control.
- Engineer.

Promoting SMSC

- Spiritual:
- Moral: should we travel and explore space.
- Social:
- Cultural: different beliefs about people in the past.

Cross-curricular links:

English and guided reading with some of the suggested books as material.

Art – using colour, texture, pattern shape and form.

Resources

- BBC Bitesize.
- YouTube.
- www.nasa.gov/.
- *Margaret and the Moon: How Margaret Hamilton saved the first lunar landing*, by Dean Robbins and Lucy Knisley.
- *A computer named Katherine*, by Suzanna Slade and Veronica Miller Jamison.
- *Good night stories for rebel girls*, by Elena Favilli and Francesca Cavallo.
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- *A galaxy of her own*, by Libby Jackson.
- *The sea of tranquillity*, by Mark Haddon and Christian Birmingham.
- *The darkest dark,* by Chris Hadfield and Kate Fillion.

Key concepts: exploration, society and change, technology, living memory, hidden figures, legacy.