



Mendell Primary School

Aspire Challenge Achieve

Medium Term Plan History



<p>Year Group: 2</p>	<p>Term: Summer #1 2022</p>	<p>Teacher: Sarah Bride</p>	<p>Subject lead: Dionne Sanati</p>	<p>Overview: Flight A study beyond living memory of significant people and events in the development and innovation of flight Possibly locality study/ visit: Liverpool Airport</p>	<p>Key End Points: By the end of this unit children will be able to:</p> <ul style="list-style-type: none"> - Use timelines to sequence events, people or objects in chronological order. - Use a range of sources to answer questions about the past on the basis of simple observations. - Identify why certain people, places and events are significant in the wider context of history and how they have had an impact locally, nationally and internationally. 			
<p>Links to other learning: Maths - sequencing, scaling English - extracting information, drawing conclusions and inference</p>	<p>Relevant Prior Learning: In the Autumn Term, chn explore the concept of significance learning about the lives of four nurses who lived beyond living memory. They also explored how they have had an impact locally and nationally. In the Spring Term, chn continued to develop their understanding of events beyond living memory through a study of a significant place and person in their locality.</p>		<p>Relevant Future Learning:</p>	<p>High Quality Text: Nobody Owns the Sky by Reeve Lindberg and Pamela Papparone https://www.youtube.com/watch?v=gNfsXCgukgY Amelia Earhart: Little People, Big Dreams Read Aloud Books for Children https://www.youtube.com/watch?v=vN1o6u7Zo9A Mark Haddon's book, The Sea of Tranquility</p>	<p>Risk Assessment:</p>	<p>Teacher CPD: https://www.history.org.uk/publications/resource/9545/three-first-class-ladies-teaching-significant-in https://www.history.org.uk/primary/resource/10290/women-and-space-reaching-for-the-stars Historical Association Login amyharris@mendell.wirral.sch.uk mendellhistory1</p>		
<p><u>Learning Intention</u></p>	<p><u>Lesson Outline</u> (Key Questions in colour)</p>			<p><u>Resources</u></p>		<p><u>Vocabulary</u></p>	<p><u>Lowest 20% Adaptations</u></p>	
<p>1 I can identify why certain people and events are significant in the wider context of history.</p>	<p>Introduce overarching enquiry question for the unit of work: Has our discovery of flight changed the world for the better? and sequence of lessons on ppt.</p> <p>Recap words of the week from KS1: within living memory & beyond living memory <i>Within living memory - during a time that can be remembered by people who are still alive</i> <i>Beyond living memory - A time that can be remembered by people, but very few people are still alive from this time period.</i></p> <p>Recap chronology of learning so far in KS1 (see ppt). Display on WW timeline.</p> <p>Recap words of the week: significant/ significance <i>A person or event can be significant for good or bad reasons. It is someone that did something important that changed people's lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future.</i></p>			<p>Ian Dawson's criteria for significance: -Changed people's lives (this can be for the better or worse). -Changed events at the time they lived. -Had a lasting impact on their country or the world. -Had been a really good/bad example to people of how to live and/or behave.</p> <p>Images of innovations in flight.</p> <p>Teacher to create differentiated timelines as support sheets timeline should start from</p>		<p>Innovation</p> <p>Within and beyond living memory</p> <p>Significant Earliest important</p> <p>Aircraft Aeroplane Invention Development</p> <p>Machine</p> <p>Sequence Chronologically</p>		

	<p>Show Ian Dawson's criteria for significance and refer to it as chn suggest ideas to answer the question below. What significant people have we learn about this year? Why are they significant? What significant events have you learn about? Why are they significant?</p> <p>Today in History we are going to begin our study about the history flight and how it has influenced humans on a national and international level. Today we will start our unit by learning about some the earliest developments in flight. We will start to build our timeline for this unit on our working wall that we will keep adding to every lesson to sequence the key people and events in the development of flight in chronological order. Our historical enquiry question for today is...Which of the early developments in flight do you think were the most significant?</p> <p>Hook Question: If you lived long ago, before motors and man-made materials were invented, how would you fly? Read the story of Icarus and Daedalus How did they try to fly? Do you think the story of Icarus and Daedalus is true or just a myth? Let's vote on it. Explain what a myth is and tell them that the story of Icarus was definitely not true.</p> <p>How many different ways can people travel safely through the air? Which of these do you think was invented first?</p> <p>Activity 1 (Mixed ability groups): Give the chn images of some of the earliest innovations in flight by Leonardo Da Vinci, the Montgolfier brothers, Jules Henri Giffard, French inventors, Renard and Krebs and Otto Lilienthal. Chn to sequence in chronological order. Take photos of the process for chn's books.</p> <p>Discuss each image in turn with questions below and ppt to give chn extra information. During discussions, ask a chn to come up and try and place the event in the correct position chronologically on the WW. Discuss correct positions (stress that they are all beyond living memory). Do you think Leonardo Da Vinci's invention would have flown? Why do you think this? Why do you think the Montgolfier brothers used animals to test the balloon? Is this fair? Why? What were some of the problems with the innovations of Jules Henri Giffard, Renard and Krebs? What modern device do you think Lilienthal's glider inspired?</p> <p>Written reflection: Which of the earliest developments do you think were the most significant and why? Ask chn to choose one of date/ image cards with a sentence stems that they feel is the most significant. They need to complete the sentence after because.</p>	<p>Teacher to prepare scaled WW timeline to be used throughout unit. It is important this is scaled appropriately and up on the WW as it will be added to each lesson to build chn's chronological understanding about the history of flight. Time should start 60BC/BCE to modern day. BC/BCE will start to introduce chn to this concept that will be covered in Yr3.</p> <p>Teacher examples for reflection:</p> <p><i>I think the most significant early development in flight was the flying machine by Da Vinci because it was the first machine with wings.</i></p> <p><i>I think the most significant early development in flight was the flying machine by Leonardo Da Vinci because he was the first person to realise that you need wings and a pilot to fly.</i></p> <p><i>I think the most significant early development in flight was the hot air balloon by the Montgolfier brothers because they were safe and tested their flight on animals first.</i></p> <p><i>I think the most significant development in early flight was the aircraft by Jules Henri Giffard because it had a propeller which we still have today on aeroplanes.</i></p>	<p>Hot-air balloon Propeller Steam engine Pilot Battery powered motor Glider</p>	<p>Reflection teacher led as a group.</p>
<p>2 I can investigate sources of evidence</p>	<p>Words of the week: primary source A primary source is evidence in history that can tell us about an event, person or time period. It is original information from that period in time. It is usually first-hand, which means from a person who lived at that time.</p>	<p>WW timeline to be added to.</p> <p>Lesson 2 sources sheets - one source must be played on the IWB</p> <p>Prove it statements:</p>		

<p>and ask questions about them</p>	<p>Today our lesson is about evidence. We are going to investigate different sources of evidence to find when the first flight was and who it was by. We will learn that we need to look CAREFULLY at the evidence as sometimes it is not always what we think it is and we will learn to PROVE our thinking using the evidence. Our enquiry question for today is..When was the first flight in an aeroplane, who was it by and how do we know it happened?</p> <p>When do you think the first flight in an aeroplane happened? Ask chn to write on a post it a suggested date (HA) or to place a post it with the event 'first flight' on the timeline on the WW. Did you place your post it within living memory or beyond? Why did you place it there? What other events did you look at for clues?</p> <p>I'm not going to tell you the exact date because you will find that out when your investigate the source of evidence. I will give you a clue that it happened 'just' beyond living memory. Do you want to change the position of your post it? Show them a picture of the first flight opposite. Who do you think might have been there when the first flight happened? Who do you think might have recorded what happened? How might they have recorded what happened?</p> <p>This is a good opportunity for chn to make links to timeline from previous lesson and think about chronology further (before or after other innovations) and what would have been available during that time to record such an event e.g. no phones or video cameras to record the flight, no TV or computers to watch it on!</p> <p>Activity 1 (partner/group) called PROVE IT! : Chn need to work together to consider 8 statements made about the first flight (see opposite statements). They then have to work out which source of evidence supports the statements. In other words, How do we know this really happened? The activity is called Prove it! Using the sources chn will extract the key information, draw conclusions and make inferences from them. Teacher to decide how to record this e.g. tick true or false on statement, match up with evidence, correct statements if needed, tick true or false with explanations linked to sources.</p> <p>Feedback chn's findings and match up the correct statement to the evidence. Ask a child to place the event card on the WW timeline. Chn to add the event to their timelines in their books from lesson 1.</p> <p>Plenary: This is some superb early footage of flight. It claims to be the Wright brothers but in fact isn't, and apparently is 1909 in France. Use this clip to remind that chn that sometimes the evidence we are looking at isn't always real and using the internet can be challenge as sometimes things say they are something when they are not or are even fake! Remind them that we have to look very carefully and find more evidence to support our thinking. https://www.youtube.com/watch?v=Ph9okzj04Io</p>	<ol style="list-style-type: none"> 1. The first flight in a plane was after the first flight in a hot air balloon. 2. The first flight was in 1921. 3. The first flight was by the Wright Brothers in North Carolina (USA). 4. Wilbur was the brother who flew the first flight. 5. They only had one design for their aeroplane. 6. Their first flight lasted 12 minutes. 7. Seven people witnessed the first flight. 8. Newspaper at the time didn't report the event. 		
<p>3 I can compare and contrast sources</p>	<p>Words of the week: compare and contrast to note what is similar and different about (two or more things)</p> <p>Today you will be analysing a range of sources to find out about some of the significant women that have been involved in the innovations in flight. You will have to make inferences (conclusions based on the</p>	<p>WW timeline to be added to.</p> <p>Lesson 3 sources sheet</p>	<p>Aviatrix aeroplane airport pioneer</p>	

	<p>evidence you find) about the different women. You will then present what you have found out to the class to teach the others about your person. Our enquiry question for today is...Why should we remember Bessie Coleman, Amelia Earhart and Amy Johnson?</p> <p>1) Read Nobody Owns the Sky by Reeve Lindberg and Pamela Papparone https://www.youtube.com/watch?v=gNfsXCgukgY What was Bessie's dream? What did she want to do and why? What were some of the challenges she faced? Do you think it was fair that people tried to stop her dreams because she was a woman or because she was black? Did she achieve that dream - all of it or only some of it?</p> <p>2) Show image of Bessie at flight school in resources. What can the children see or notice? Why is this such a positive picture - would Bessie have been pleased? Who do you think these people are? What are they doing?</p> <p>Explain that one of the men was William Powell who said...' I decided blacks should not have to experience the difficulties I had faced, so I decided to open a flying school and teach other black women to fly.'</p> <p>3) Display some quotes from Bessie in resources What do these quotes tell you about her personality and character? Then show ppt about her life.</p> <p>4) Show the stamp with her face next to UK stamp with Queen Elizabeth. Bessie's face has even been put on some of the stamps in the USA - What does this achievement tell you about how significant she is? Teacher or chn to choose one/two key events from Bessie's life to add to WW timeline.</p> <p>Group activity/ mixed ability: Chn to explore a range of sources about either Amelia Earhart or Amy Johnson to gather information. Chn to make notes around the sources as a group - questions to guide discussions to be included on the sheets. Take photos of the process for chn's books.</p> <p>Whole class: Chn to feedback findings from group activity for either Amelia or Amy. Complete comparisons grid - this could be done whole class with photo in their books or independently for MA/HA. Teacher to choose one or two key events from Amelia and Amy's lives to add onto WW timeline.</p> <p>Plenary: Researchers Discover Wreck that Could Finally be Amelia Earhart Plane https://www.youtube.com/watch?v=kYNsoZuFQzw</p>	<p>Comparisons sheet with similarities and differences to be created by teacher if chn are completing independently.</p>	<p>compass flying suit engine propeller record breaker.</p>	
<p>4 I can - place 5 events, people or objects in chronological order on a timeline</p>	<p>Recap: Words of the week - chronological order. -the order in which objects were made or which events happened, from first to last</p> <p>Today we will learn about the history of space exploration. You will put some of the key events from the history of space exploration in chronological order. You will also explore some of other sources of information to find out more about some the events or people involved in them. Our enquiry question for today is...What were some of the key events and people in the history of space exploration?</p> <p>Whole Class: Show on the working wall an expanded section of the timeline for space exploration in 5 year increments. Look at the expanded timeline on the ppt and our working wall...is it going up or down in years? What is it going up or down in...what is the scale?</p>	<p>WW timeline to be added to. Teacher to produce an expanded section on the WW timeline scaled in 5 year increment's (see ppt for example) to run next to the timeline already on there to show a 'zoom in' on chronology.</p> <p>Teacher to prepare timeline outline template for independent work (see ppt as example).</p> <p>Independent activities: Twinkl cut and stick event cards could be used for LA to draw lines to on their timeline.</p>	<p>Chronological order</p> <p>Sequence Intervals Scale</p> <p>Exploration achievements</p> <p>America Russia</p>	

5 year jumps/ 5 year increments. Can you count forwards with me in 5 year intervals from 1940 to 2025 (which is 3 years in the future from now)?

Now show the animated space travel timeline (Twinkl). Stop at various points to deepen chn's learning with questions. As you go through each slide, ask a child to add the event card to the class WW timeline.

Slide 1

When did human exploration in space begin? 1942
Why do you think animals were sent to space before humans? To test whether it would be safe to send a human into space.
Can you sequence the events on our WW timeline?

Slide 2

Watch the launch of Sputnik <https://www.youtube.com/watch?v=g2WaJdflqT0>
Which two countries were involved in 'The Space Race'? Russia and America.
Why do you think they both wanted to be the first country to send a human into space? To show that they were the most advanced country, had the best inventions and therefore were the most powerful.
Can you sequence the events on our WW timeline?

Slide 3

Yuri Gagarin became the first man in space. But, where was he from - Russia or America. What else is he remember for?

Activity 1: Chn to read the differentiated information sheets about Yuri Gagarin. Bring the chn back together and ask them the key questions below. Take photos of this process as evidence for their books - this can added to their timelines as a small photo 'We worked together to find out more information about Yuri Gargarin.'

Where was he from?
What did he do?
What was his biggest achievement?
Why is he considered a national hero by Russia?

Neil Armstrong and Buzz Aldrin set foot on the moon!
If possible read Mark Haddon's book, The Sea of Tranquility.
Then watch the actual moon landing.
<https://www.youtube.com/watch?v=cwZb2mqId0A>

Why do you think people wanted to go to the moon?
How do you think Neil Armstrong and Buzz Aldrin felt about being the first humans on the moon?
Why did they risk their lives going to the moon?
Can you sequence the events on our WW timeline?

Activity: Chn to independently sequence the events they have learnt about today in chronological order on an A3 timeline or across pages in their books- this will be added to next lesson. WW can be used to support.

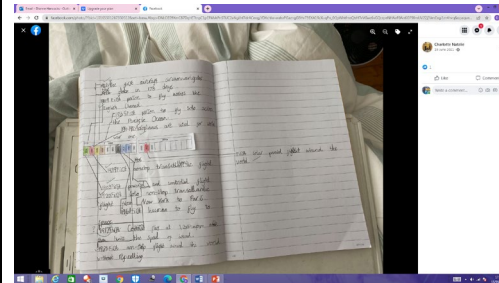
Reflection: Chn to add an additional annotation to answer one of the questions below to one section of their timeline. Sentence starters on ppt to support.

Why do you think animals were sent to space before humans?
Why did Russia and America want to be the first country to send a human into space?

Lesson 4-5 ppt

Twinkl differentiated information sheets
Yuri Gargarin

Example of chn's work for these lessons



Activity 1 - teacher led support to reading of information sheets.

Activity 2 could be done as a group or chn could cut, sequence and stick picture/ date cards (see resources).

Reflection as group write.

	<p>Why do you think Neil Armstrong and Buzz Aldrin risked their lives going to the moon?</p> <p>-----</p> <p>Continuation of lesson...</p> <p>Slide 4 - 7 Can you sequence the events on our WW timeline?</p> <p>Slide 8 - Helen Sharman won a competition to become the first British astronaut in space. What sort of education and skills do you think she would have needed to be an astronaut?</p> <p>Activity 1: Read the differentiated information sheets about Helen Sharman. Chn to complete the multiple choice questions sheet in their books.</p> <p>Can you sequence the events on our WW timeline?</p> <p>Slide 9 - Do you think it is fair or sensible that people can buy a flight to space?</p> <p>Can you sequence the events on our WW timeline?</p> <p>Slide 10 - In 2015, Scientists found evidence of liquid water on Mars for the first time. This furthers the possibility of sustaining life on the planet. Watch the clip and ask chn to listen carefully for reasons why we can't live on Mars.</p> <p>https://www.funkidslive.com/learn/deep-space-high/destination-mars/10-fun-facts-mars/</p> <p>Why can we not live on Mars? The atmosphere is mostly carbon dioxide. The gravity is half the pull of earth. It has a giant volcano. It's seasons are longer and extreme because it is further from the sun. Also it is cold.</p> <p>What do you think the future of space exploration will be for humans?</p> <p>Can you sequence the events on our WW timeline?</p> <p>Activity 2: Chn to independently sequence the events they have learnt about today in chronological order on an A3 timeline from previous lesson. WW can be used to support.</p> <p>Reflection: Revisit overarching enquiry question for the unit of work: Has our discovery of flight changed the world for the better?</p> <p>Chn to write a class reflection (teacher led) to answer the overarching question.</p>	<p>Teacher to prepare sentence starters to support written reflection.</p>		<p>Activity 1 - teacher led support to reading of information sheets and questions .</p> <p>Reflection written whole class.</p>
--	--	--	--	---