



No Limits
To Learning!

Topic Title: May the Force be with you

Year Group: 5

Academic Year: 2021-2022

KS2 History Intent: To answer questions about the 'Space Race' and compare this to Britain's advances in space.

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| <p>Prior Historical Learning/Linked Topics:</p> <p>The children have been learning about space and may have some knowledge about the 'Space Race' and NASA</p> | <p>Literacy Links (including texts/media used):</p> <p>Hidden Figures Cosmic</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> • Recount of Tim Peake's mission into space • Non-chronological report • Opinion piece- newspaper | <p>Maths Links:</p> <p>Links to Foundation subjects:</p> <p>Art – Holst's the Planets and pastel work Geography – Time zones Music – Holst's the Planets and pastel work</p> |
| <p>Historical Knowledge</p> | | |
| <p>Area of study:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain. • The lives of significant individuals in the past who have contributed to national and international achievements. | | |
| <p>Historical Skills</p> | | |
| <p>Historical Interpretation:</p> <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms. | <p>Organisation and communication</p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. | |



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| <p>Chronological understanding</p> <ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. | <p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. |
| <p>Historical enquiry</p> | <p>Key Questions:</p> <ul style="list-style-type: none"> What was the Space Race? Which countries were involved? Can you put the Space Race event in order on a timeline? Can you write a recount of the moon landing from Neil Armstrong's point of view? What happened next in space exploration? Who was Time Peake? Can you write an advert for a space tourism company? |
| <p>Content: Write a newspaper article about Sputnik 1..</p> <ul style="list-style-type: none"> Create a timeline of the events of the 'Space Race'.. Write an account of the moon landing through Neil Armstrong's eyes.. Learn about what happened next in space exploration and write about how life would be different in space – everyday tasks. Create an advert for a space tourism company. | |
| <p>Key Vocabulary: Primary source, secondary source, evidence, eye-witness, satellite, orbit, cold war, USSR, USA, rocket, launch, mission, assassinate</p> | |
| <p>Stunning Start/Marvellous Middle/Fabulous Finish: Start: Listening to music composed by Holst about the planets and drawing how it makes the children feel without telling them the focus for each piece and revealing at the end to describe the planets. Middle: Planetarium visit Finish: Space-themed day – carousel of activities</p> | <p>OAA/Trips/Visits/Visitors: Planetarium</p> |