TEAM Multi Academy Trust
History & Science: Space Explorers

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History

Vision

- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent
Children will:

Develop a robust sense of chronology → Recognise key trends in historical and human development → Understand how events are linked & how trends in behaviour are driven → Develop an understanding of different versions of history → Learn to evaluate critially different sources of history

Implementation

Based on high quality teaching and learning experiences → Cover the National Curriculum → Include rigorous monitoring and evaluation → Develop and utilise resources → Use experts & primary evidence → Ensure engagement and enjoyment

Impact
Children will:

Develop clear understanding of identity and place in time → Understand how communities and cultures are interconected → Deepen knowledge of human interaction through time → Develop critical thinking and analytical skills → Apply beyond the classroom → Become informed and engaged citizens

Substantive Knowledge and Disciplinary Knowledge
From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert
Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions
Dedicated sessions reviewing the week's learning helping to make connections.

Format
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
Students develop strong retention skills, articulate historical knowledge & concepts.

Chronology

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1, 046 BC	1,100 BC -146 BC
Period	**Dinosaurs alive in pre-history**	**Stone Age**	**Ancient Egypt**	**Shang Dynasty**	**Ancient Greece**
Event	230 million years ago -dinosaurs appear 66 million years ago – dinosaurs become extinct	3,100 BC - Skara Brae 2,500 BC - Stonehenge built	2,500 BC - Pyramids built	1600 BC - Shang begins 206 BC - Han expands the Silk Road	776 BC - Olympics 507BC - democracy in Athens
Lives	**Mary Anning. Richard Owen. Jack Horner.**	**Cheddar Man. Amesbury Archer. Lindow Man.**	**King Narmer. Hatshepsut. Akhenaten. Tutankhamun. Rames II. Cleopatra VII.**	**Fu Hao. Qin Shi Huang. Confucius.**	**Socrates (470-399BC). Alexander the Great (356-323BC).**
Encountered in	Y1/2	Y3/4	Y3/4	Y5/6	Y5/6

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	**Roman Republic & Empire**	**Mayan Civilisation**	**Saxons**	**Vikings**	**Norman – Medieval Britain**
Event	227BC - founding of Roman Empire 43BC - Emperor Claudius invades England & Wales 410 - Romans leave	300BC - Maya writing 250 - Mayan civilisation at peak 900 - Decline	500 - Battle of Mount Badon 537 - Battle of Camlann 878 - Battle of Edington 1066 - Battle of Hastings	793 - Raid on Lindisfarne 866 - Capture of Yorvik (York) 1066 - Battle of Stamford Bridge	1066 - Battle of Hastings
Lives	**Augustus / Julius Caesar. Claudius. Boudicca.**	**K'inich Janaab' Pakal. Lady Six Sky.**	**King Alfred. St Bede. King Harold.**	**King Guthrum. Leif Erikson.**	**William of Normandy.**
Encountered in	Y3/4	Y5/6	Y3/4	Y3/4	Y1/2

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	**Medieval Britain**	**Tudors**	**Stuarts**	**Maafa - Atlantic Slave Trade**	**Industrial Revolution**
Event	1348 - Black Death 1381 - Peasants' Revolt	1485 - Battle of Bosworth end of Wars of the Roses 1534 - Establishment of CofE 1547 - Henry VIII dies	1665 - Great Plague 1666 - Great Fire of London	1441 - Portugal begins slave trade 1883 - End of slavery in British Empire	c1760 - IR beginning
Lives	**Richard II. Henry V. Richard III.**	**Henry VIII. Anne Boleyn. Thomas Cromwell.**	**King Charles II. Thomas Farrinor.**	**John Wesley. William Wilberforce. Olaudah Equiano.**	**George Stephenson IK Brunel.**
Encountered in	Y5/6	Y5/6	Y1/2	Y5/6	Y5/6

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	**Victorians**	**Heroic Age of Antarctic Exploration**	**World Wars**	**Modern Age**
Event	1851 Great Exhibition 1870 Education Act	1914-17 - Imperial Transantarctic Expedition	Armistice 11.11.1914 WW2 1939-45	The Space Race 20.7.1969 Moon Landings
Lives	**Samuel Wilderspin. Joseph Paxton. Prince Albert.**	**Sir Ernest Shackleton RF Scott**	**Winston S Churchill**	**Neil Armstrong**
Encountered in	Y1/2 and Y5/6	Y1/2 and Y5/6	Y5/6	Y1/2 and Y5/6

Space Explorers

Subject: History	Year: 1&2	Term: Autumn 2

National Curriculum Aims

Key Objectives:

- know and understand the history of these islands … how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'cold war', 'space race'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history

Key Elements

Key Elements:
Industrialisation (cultural change & technological advance)

Key Questions

Five Key questions:
What different planets are in our solar system? How are the Earth, Moon and Sun related? When was the first Moon landing? What is important about Yuri Gagarin and Neil Armstrong? What is significant about Mae Jemison?

Curriculum coherence

Building Learning Power - Prior Learning:
As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In 'Space Explorers', students learn information that will be built on in '*Journey through space*'. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including photographs, film, maps and documents. Understanding of decisions historians have made in writing histories of the period will also be developed.

Building Futures - Future Learning through the project:

- **Foundational Understanding:** Students establish a chronological framework by learning about key historical events *from the 1960s* and how these fit into a wider chronology
- **Conceptual Development:** Students learn about the Space Race and begin to set foundations for a KS2 project about the Space Race. This in turn lays the groundwork for more complex historical concepts in KS3.
- **Critical Analysis:** By continuing to evaluate historical sources and perspectives related to the *Key Elements*, students develop critical thinking skills (begun earlier in KS1) that will be essential for analysing historical events in KS2 and KS3.
- **Local Context:** Exploring how world events were seen in the local area provides students with a tangible connection to history (through parents' and grand-parents' experience), preparing them to explore local and global historical events in KS2 and KS3.
- **Broader Connections:** Students place the *Space Race* in broader historical narratives, enabling understanding of connections between different historical periods and the present.
- **Continuity and Change**: Students begin to understand how the race to the moon took place and what changes it brought.
- **Historical Significance:** Reflecting on why we remember the Space Race today.

Vocabulary: ***See glossary below***

Development of Knowledge

Lesson	Content	Substantive knowledge	Disciplinary knowledge
Lesson 1	**What do you know already about the Space Race?** Complete retrieval grids **What different planets are in our Solar System?**	**Students should understand:**	**How do historians attribute significance to past events and people?** **Chronology**
Lesson 2	**How are the Earth, Sun and Moon related?**		

	Lesson 3	**Who went to the moon?** Research astronauts who went to the moon …	Only 12 men have walked on the moon: **Neil Armstrong** & **Edwin Aldrin** – Apollo 11 (1969) **Charles "Pete" Conrad** & **Alan L. Bean** – Apollo 12 (1969) **Alan Shepard** & **Edgar Mitchell** – Apollo 14 (1971) **David Scott** & **James Irwin** – Apollo 15 (1971) **John Young** & **Charles Duke** – Apollo 16 (1972) **Eugene Cernan** & **Harrison Schmitt** – Apollo 17 (1972)	
	Lesson 4	**Disaster in space: what happened to Apollo 13?** Research astronauts who didn't go to the moon. Compare the Apollo 13 astronaut rescue to Shackleton's Endurance mission rescue.	• **Apollo 13 was a space mission** launched by NASA in 1970 to land astronauts on the Moon. • **There were three astronauts** on board: Jim Lovell, Jack Swigert, and Fred Haise. • **An oxygen tank exploded** two days into the mission, which made it too dangerous to land on the Moon. •**The Moon landing was cancelled**, and the new mission became getting the astronauts back to Earth safely. •**The famous words "Houston, we've had a problem"** were said after the explosion to report the issue. •**The astronauts and NASA had to work together** to solve problems with limited power, water, and air. •**They used the lunar module (a small moon lander)** as a "lifeboat" to stay alive after the main ship was damaged. • **It got very cold inside the spacecraft**, and the astronauts had to conserve energy as much as possible. •**NASA's teamwork and quick thinking** helped bring the astronauts safely home. • **Apollo 13 returned to Earth** on April 17, 1970, and the mission is remembered as a "successful failure" because everyone survived.	**How do historians construct their accounts of the past?**
	Lesson 5	**How have we benefited from space exploration?** Examine the different products and services that have developed from or been improved by space technology.	• **Better Weather Forecasts** Satellites in space help us see clouds, storms, and hurricanes so we can predict the weather more accurately and stay safe. • **GPS and Maps** Space technology helps your phone know where you are and how to get places, like when you're using Google Maps. • **Cool Everyday Products** Things like scratch-resistant glasses, memory foam (used in pillows and beds), and better running shoes were improved thanks to space research. • **Helping Sick People** Tools used in space helped doctors invent better machines to see inside your body, like MRI and CT scanners.	**How do historians know about the Cold War and Space Race?** **Compare and Contrast**

			• **Clean Water** Systems made for astronauts to reuse water on the space station are now used in places on Earth that need clean drinking water. • **Fighting Climate Change** Satellites watch Earth's environment and help scientists understand things like rising temperatures, melting ice, and pollution. • **Making Airplanes Safer** NASA's space tech has been used to make airplane designs safer and more fuel-efficient. • **Helping Farmers** Satellites help farmers know when and where to plant crops by checking soil, water, and weather conditions from space. • **Jobs and New Ideas** Space programs create jobs and inspire people to become scientists, engineers, and inventors who make amazing new things. • **Inspiring Big Dreams** Learning about space makes kids (like you!) dream big and believe they can do amazing things—even become astronauts one day! • **Communications** • **Robotics** • **Learning about our solar system** • **Sustainability**	
Assess & Review	**Lesson 6**	**Retrieval Grids** Complete a timeline of the major events of the Space Race. Complete retrieval lesson to illustrate what you know about the period at the end of the project.	• Complete SLaE pages recapping what has been learnt in the project	**What can you recall** about how historians use primary sources of evidence?

Glossary	
Space Race	The race between USA and Russia (Soviet Union) to be first into space / to the moon
Cold War	The build-up of arms (including nuclear weapons) and tensions between Russia and 'western' countries after WW2
East-West relations	East = Russia, East Germay etc. West = West Germany, Britain, USA etc
NASA	National Aeronautics and Space Administration: the main USA space organisation
Astronaut	Western name for a person in space
Cosmonaut	Russian name for a person in space
Moon landing	Referring to the 6 manned Apollo missions to land on the moon
Apollo programme	The name for the series of flights into space intended to put humans on the moon
Apollo 11	Launched 16th July 1969. 4 days later Neil Armstrong walked on the moon
Apollo 13	Launched 11th April 1970. 6 days later the crew returned to earth after an explosion altered the mission
Neil Armstrong	Mission Commander, Apollo 11. First man on the moon
Buzz Aldrin	Lunar module pilot, Apollo 11. Second man on the moon
Michael Collins	Command Module pilot, Apollo 11
John F Kennedy	President of USA 1961-63
Houston	City in Texas, USA. Centre of space flight control
Cape Canaveral	Florida, USA. Launch area for Apollo missions to space
Saturn V	The rocket that transported the men into space
Command module	The habitable part at the top of the rocket that transported the tree astronauts to and from the moon
Lunar module / lander	The capsule that transported the two astronauts to the moon and back from the command module
Rocket science	Refers to the engineering and technology required for space travel
Satellites	Object orbiting a planet. Satellites usually refers to human-made objects sent in to space – usually for communication
Spin-off technology	Developments and inventions that have resulted from space exploration
Space	The term used for the expanse beyond the Earth's atmosphere
Space balloon	A weather balloon capable of travelling to the edge of space

Neil Armstrong

Mae Jemison

Yuri Gargarin

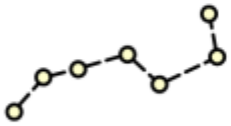
Earth

Orbit

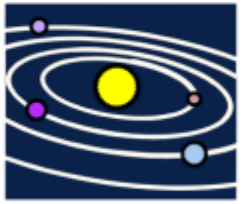
Planet

Space Explorers

Moon

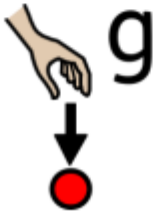


Constellation



Solar System

NASA

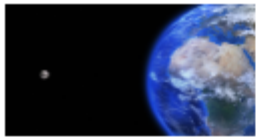
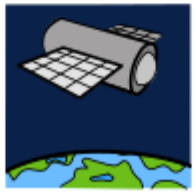


Gravity

Lunar module (Eagle)

Astronaut

Moon landing

 Space Race	 Apollo 11	 Apollo 13	 John F Kennedy	 Neil Armstrong	 Buzz Aldrin
 Cold War	Saturn V rocket	 **Journey through Space**		 Michael Collins	 Lunar module
 NASA	 Moon landings			 Yuri Gagarin	 Spin-off technology
 Astronaut	 Cosmonaut	 Cape Canaveral	 Rocket Science	 Satellites	 Moon