



No Limits  
To Learning!

Topic Title: **To Infinity and Beyond**

Year Group: 1

Academic Year: 2022-2023

**KS1 History Intent:**

Children should develop an awareness of the past, using common words and phrases relating to the passing of time.

Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

<p>Prior Historical Learning/Linked Topics:</p> <ul style="list-style-type: none"> <li>Understand what history is and the difference between things that happened in the past and present - Rags to Riches</li> </ul>	<p>Literacy Links (including texts/media used):</p> <p>Beegu The Way Back Home Meg on the Moon Back to Earth with a bump The Marvellous Moon Map Whatever Next</p>	<p>Maths Links:</p> <p>Positional Language Rotations, quarter and half turns Clockwise/anticlockwise Time, sequencing</p>
<p><b>Historical Knowledge</b></p>		
<p>Significant Events</p>	<p>Lives of significant individuals</p>	
<ul style="list-style-type: none"> <li>changes within living memory.</li> <li>events beyond living memory that are significant nationally or globally</li> <li>significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods focusing on Neil Armstrong, Tim Peake and Helen Sharman</li> </ul>	



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## Historical Skills

### Historical Interpretation:

- Look at books, videos, photographs, pictures and artefacts to find out about the past.

### Organisation and communication

- Sort events or objects into groups (i.e. then and now.)
- Use timelines to order events or objects.
- Tell stories about the past.
- Talk, write and draw about things from the past.

### Chronological understanding

- Understand the difference between things that happened in the past and the present.
- Describe things that happened to themselves and other people in the past.
- Order a set of events or objects
- Use a timeline to place important events.
- Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.

### Knowledge and understanding of events, people and changes in the past

- Recall some facts about people/events before living memory
- Say why people may have acted the way they did.

### Historical enquiry

- Identify different ways in which the past is represented
- Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"
- Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.



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<p>Content:</p> <p><b>Describing events from the past involving significant people and using a timeline to place it</b></p> <ul style="list-style-type: none"><li>- The children will listen to and watch real life footage of astronauts focusing specifically on Neil Armstrong, Tim Peake and Helen Sharman.</li><li>- The children will write facts about the significant people, lunar landing and the moon.</li><li>- The children will order a timeline.</li><li>- Children will discuss the planets and the solar system.</li></ul>	<p>Key Vocabulary:</p> <p>Apollo, lunar, solar system, Neil Armstrong, Tim Peake, Helen Sharman, astronaut, asteroid, meteor, constellation, zodiac signs</p>
<p>Stunning Start/Marvellous Middle/Fabulous Finish:</p> <p>SS – Life as an astronaut MM – Rock cakes with parents FF – Spaceship in the classroom</p>	<p>OAA/Trips/Visits/Visitors:</p> <p>Parents into school</p>