



## Medium-Term Planning

### History Focus With Art And DT As Secondary Subjects

**Term and Year:** Spring 1 - 2020

**Topic:** History – Significant Events Beyond Living Memory

**Teacher:** Miss Defty

**Key Question(s):** What is an explorer?

<p><b>Key History vocabulary:</b></p> <p>Apollo Astronaut Cosmonaut Mission NASA Satellite Soviet Union Space USA Timeline Chronological</p>		<p><b>Key History skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- Begin to use dates</li> <li>- Show where places, people and events fit into a broad chronological framework</li> <li>- Develop a wide vocabulary of historical terms</li> <li>- Ask and begin to answer questions about events</li> <li>- Understand some ways we find out about the past</li> <li>- Communicate understanding of the past in a variety of ways</li> <li>- Identify different ways that the past is represented e.g. illustrations, songs, films</li> <li>- Discuss change and continuity in an aspect of life</li> <li>- Recognise cause and consequences (why people did things, why events happened, what happened as a result)</li> <li>- Identify similarities and differences between ways of life in different periods including their own lives.</li> <li>- Recognise and make simple observations about who was important in an historical event</li> </ul>	
National Curriculum Objectives		‘I can...’ Statement(s)	Activities
<ul style="list-style-type: none"> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> </ul>		Lesson 1	<p>I can create a timeline of key events.</p> <ul style="list-style-type: none"> <li>• Show the children a photo of Neil Armstrong (not in his space suit). Then show them another photo of Neil Armstrong in his astronaut suit. Again ask the children to think who he is and why he is famous.</li> <li>• Explain that timelines are very important in history, discuss what a timeline is. Explain that a timeline is when you have a series of dates and key events to cover a topic or time period.</li> <li>• Show the children the timeline for this topic and discuss.</li> <li>• Discuss blank timeline. Explain that the dates have been written on but none of the information and the children will have to write in the key events. Model this to the children showing them how to do the first one or two. Children to complete their timelines, prompt them to match the correct date with the information.</li> </ul>
		Lesson 2	<p>To create a fact file about Neil Armstrong and his life.</p> <ul style="list-style-type: none"> <li>• Discuss with the children the key points in Neil Armstrong’s live starting from when he was just a child like them.</li> <li>• Discuss with the children why they think Neil Armstrong was so important and well known around the world.</li> <li>• Discuss with the children what a fact file is and talk them through the sections of it.</li> <li>• Discuss the kind of information the children should include in their fact files.</li> </ul>

<ul style="list-style-type: none"> <li>• use a wide vocabulary of everyday historical terms.</li> <li>• ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, events commemorated through festivals or anniversaries]</li> <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</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	Lesson 3	To understand why people decided to go into space.	<ul style="list-style-type: none"> <li>• Explain to the children that in this session they will be exploring why people decided to go into space.</li> <li>• Explain that the Russians were the first people to put a satellite in space – Sputnik 1, the first to put a dog in space – Laika, etc.</li> <li>• Go on to explain that President Kennedy made a pledge to put a man on the moon before the end of the decade and that this sparked what was known as the space race – the race to put a man on the moon.</li> <li>• Talk about why the children think the Russian and President Kennedy wanted to go into space and land on the moon.</li> <li>• Explain that they have three photos of important people – the man in charge of the soviet space program, President Kennedy and Neil Armstrong, and that they should write in the speech bubbles why they wanted to get into space.</li> </ul>
	Lesson 4	To sequence key events related to the moon landing of Apollo 11.	<ul style="list-style-type: none"> <li>• Explain to the children that in the next two sessions they will be studying the first mission to the moon.</li> <li>• Explain to the children that each time NASA launched a space mission they gave it a name, go through some of the names of previous mission. Explain that the moon mission was called Apollo 11.</li> <li>• Discuss with the children the key aspects of the mission, who the other astronauts were, when and where they launched.</li> <li>• Explain that will be completing a sequencing activity, putting the key events in the correct order.</li> </ul> <p>Talk the children through the six images and get the children to discuss what each one shows. Explain that they will have to stick the images in the correct order then write a sentence describing each picture.</p>
	Lesson 5	To understand how it would have felt to land on the moon.	<ul style="list-style-type: none"> <li>• Explain that in this session they will be focusing on the actual moon landing.</li> <li>• Discuss with the children the key events of the moon landing, talk them through the approach and landing, then go on to talk about the moment when Neil Armstrong walked out onto the moon.</li> <li>• Show them images of the moon walk, planting the flag, and talk about the experiments they carried out.</li> <li>• Discuss with the children how it must have felt to be sitting in the module waiting to land on the moon.</li> <li>• How must Neil Armstrong have felt as he climbed down the ladder then took his first steps on the moon? Explain that gravity is lower on the moon so that’s why people bounce around.</li> <li>• Get the children to imagine what it would have been like to look back at Earth.</li> <li>• Explain they will be writing about how it must have felt to land and walk on the moon.</li> <li>• Discuss with the children their ideas and how they think it would have been like to walk on the surface of the moon.</li> </ul>
	Lesson 6	To understand how we know about events of the past.	<ul style="list-style-type: none"> <li>• Discuss with the children the real footage, images and the actual newspapers from that time,</li> <li>• Explain to the children that they are what we call primary sources, these are things that were created or recorded at the time of the event.</li> <li>• Explain that secondary sources are like books and articles written later about the event.</li> <li>• Share some of these resources and discuss how much they help us to learn about key events.</li> <li>• Explain that you want to find out what they have learnt so the children will be writing their own newspaper articles about Neil Armstrong and the moon landing.</li> <li>• Show the children the page and talk through the key features. Discuss with the children the things they have learnt and could include in their writing.</li> </ul>

## Art and DT Links

<p><b>Key Art vocabulary:</b> Abstract Art, foreground, background, blending, shading, gradient, colour, pattern, texture, line, brush strokes, shape, form, spaces</p>	<p><b>Key Art skills to be developed:</b> Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour. Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Mix secondary colours and shades using different types of paint.</p>
<p><b>Art National Curriculum Objectives</b></p>	<p><b>Activities</b></p>
<ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>PETER THORPE - Paint</b></p> <p>Show pupils power point on Peter Thorpe telling them a little about him, his style of paintings &amp; examples of his work. Explain to pupils that his work is Abstract Art which is a painting or sculpture that does not represent a person, place or thing in the natural world. Make it clear to them that Peter Thorpe uses abstract art in the background of his work &amp; then paints a space feature (e.g. rocket/planets) in the foreground. Note the contrast in colours used in background/foreground. Why is this? (So that the main features stand out).</p> <p><b>VAN GOGH – STARRY NIGHT – Oil Pastels</b></p> <p>Van Gogh was born in 1853, died 1890 and is probably one of the most well-known and influential artists. I will ask the children to look carefully at the painting of Vincent Van Gough`s Starry Night for an moment. We will then discuss: <i>What colours (focus on shades of blue gradient Sky blue, baby blue, cobalt blue, neon blue, navy blue, blue-green, blue-violet, aqua blue, royal blue, turquoise, cyan, navy )and shapes can you see? Is there anything unusual about this painting focus on the wind, created through line, brush strokes, he uses to create the wind - swirls)</i> Point out that the swirls are made with small brush strokes and many different shades of blue. <i>Do you like it? Why/Not? Does it remind you of anything? How does it make you feel?</i></p>

<p><b>Key DT vocabulary:</b></p>	<p><b>Key DT skills to be developed:</b></p> <ul style="list-style-type: none"> <li>- Draw on their own experience to help generate ideas</li> <li>- Suggest ideas and explain what they are going to do</li> <li>- Develop their design ideas applying findings from their earlier research</li> <li>- Make their design using appropriate techniques</li> </ul>
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- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape
- Use simple finishing techniques to improve the appearance of their product
- Evaluate their product by discussing how well it works in relation to the purpose
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Evaluate their product by asking questions about what they have made and how they have gone about it

### Art National Curriculum Objectives

### Activities

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

#### Luna Rovers

Do some research and collect some information about Lunar Rovers.

Label parts of a Luna Rover.

Design – draw pictures and label functions and parts

Identify what you will use to make your Luna Rover

Discussion about wheels and axels

Write a plan to show how you will make your Luna Rover – use instructions knowledge from English lessons.

Use different materials when making your Luna Rover

Evaluate your vehicle:

- does it work?
- how can you improve it?
- would you change anything?