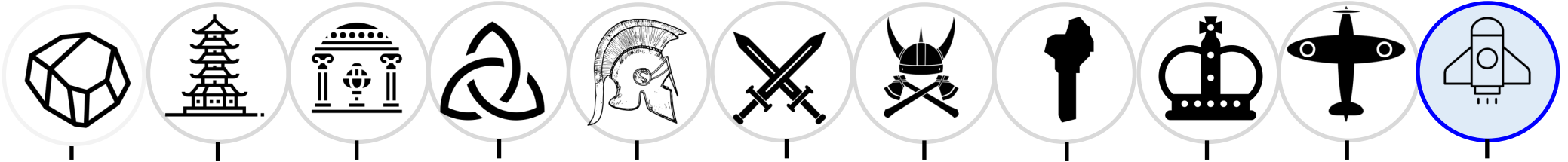


# Year 1:

## HISTORICAL CONTEXT: The Moon Landing



### KEY VOCABULARY:

Apollo 11	Orbit
Astronaut	Moon
Rocket	Earth
Launch	Space
Space Craft	NASA

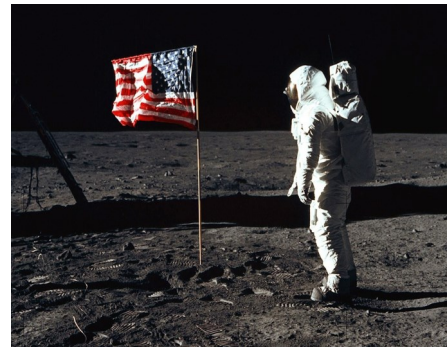
As historians we will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

### WHAT?

Has man ever been to the moon and how can we know for sure?

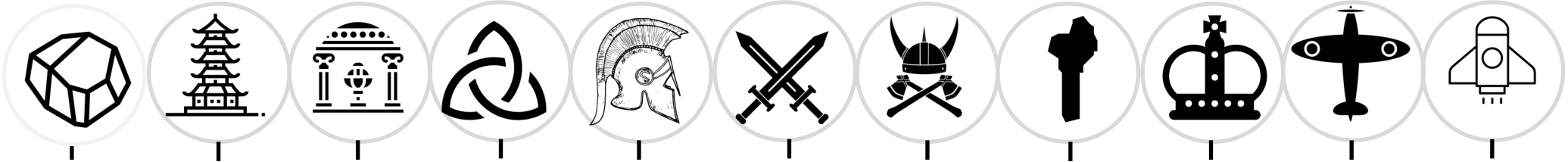
Why did the astronauts risk their lives to go to the Moon?

How were the space-men able to get there and back safely?



# Year 1:

## HISTORICAL CONTEXT: The Moon Landing



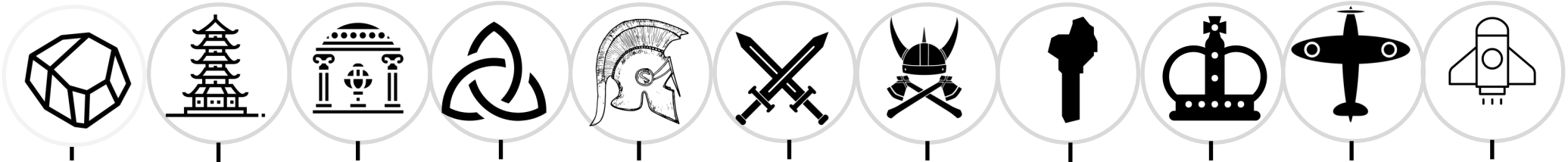
<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/moon-landing/>

## Pre Assessment: KWL grid

Key questions (show how content and concepts link)	Differentiated Learning objectives	Teaching & Learning activities (linked directly to objectives)	Resources (to help pupils reach the learning objectives)	Written and non-written Outcomes
Has man ever been to the moon and how can we know for sure?	<ul style="list-style-type: none"><li>*Pupils can combine clues to infer what the mystery picture might be.</li><li>*Pupils are able to make links between the astronauts and other pioneers of flight.</li><li>*Pupils can place the First Moon Landing approximately on a timeline of the last 100 years.</li></ul>	<p>Activity 1 Slow reveal of image</p> <p>Activity 2 Sequence images of flight from Wright brothers to today, placing Moon Landing in approximate position on a timeline</p> <p>Activity 3 Pupils think of sources we might use to find out about the Moon Landing, rejecting those that are either</p>	KQ1 Ppt contains slow reveal custom animation (slide1), a series of images showing key features of the Apollo 11 mission. Later slides show milestones in history of flight linking to the Wright brothers for pupils to sequence.	Pupils demonstrate sequencing of 5- 8 given images showing history of flight and can use historical terms when describing events.

# Year 1:

## HISTORICAL CONTEXT: The Moon Landing



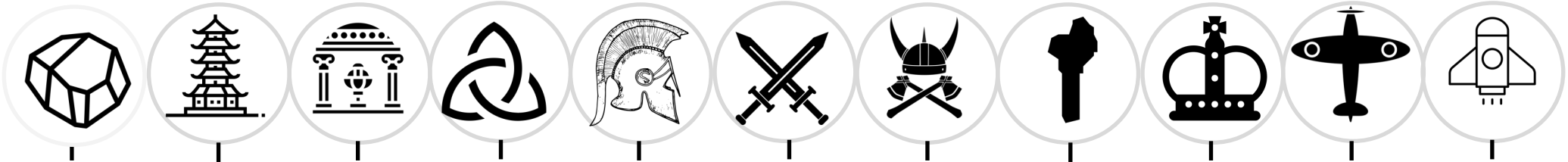
<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/moon-landing/>

## Pre Assessment: KWL grid

Key questions (show how content and concepts link)	Differentiated Learning objectives	Teaching & Learning activities (linked directly to objectives)	Resources (to help pupils reach the learning objectives)	Written and non-written Outcomes
Why did the astronauts risk their lives to go to the Moon?	<p>*Pupils are able to consider characteristics of an astronaut, drawing on earlier experience of pioneers within this flight topic</p> <p>*They can raise valid questions to ask teacher-in-role as Neil Armstrong.</p> <p>*They can give at least 3 reasons that motivated him and reject spurious ones. Some of the more able can place the Moon Landing in the context of the Space Race with Russia.</p>	<p>RECAP</p> <p>Activity 1; Diamond 4 activity. Pupils are given 6 cut-up diamond shapes with possible reasons for Armstrong's motivation. Pupils have to reject the two made-up ones. More able pupils create a diamond shape putting what they consider the most important reason at the top and the least important at the bottom.</p> <p>Activity2: Neil Armstrong in the hot seat (teacher-in-role)</p>	<p>KQ2 PowerPoint RS1 Diamond 4 activity cards RS2 Information sheet for teacher when in role in the hot seat as Neil Armstrong</p>	

# Year 1:

## HISTORICAL CONTEXT: The Moon Landing



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## Pre Assessment: KWL grid

Key questions (show how content and concepts link)	Differentiated Learning objectives	Teaching & Learning activities (linked directly to objectives)	Resources (to help pupils reach the learning objectives)	Written and non-written Outcomes
How were the spacemen able to get there and back safely?	<ul style="list-style-type: none"><li>*Pupils are able to sequence images of the journey there and back: launch; separation of the command modules from Saturn V; Eagle Landing; raising the flag; collecting rocks; Eagle blasts off: command module floating in sea after splashdown.</li><li>*They understand how complex the project was.</li><li>*They are aware of the work of NASA over many years.</li><li>*They can list some of the hazards facing the astronauts.</li></ul>	<p>RECAP</p> <p>Activity 1: Sequencing. Pupils divided into groups of 3 and are given a set of DIFFERENT pictures; either set A or set B, each with 4 images. They have to sequence their set then work out which pictures are missing. All pupils with the set A pictures move to a group with set B to make a sequence of 8 images.</p>	<p>KQ3 PowerPoint contains all images needed for the sequencing</p>	<p>Pupils spend time in home corner set up as a command module</p>