HISTORY LEARNING JOURNEY – What are the significant events in the story of flight?

YEAR 2 AUTUMN 1 TERM

THEME OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
The children will begin their learning journey by looking at the geographical elements of this joint history and geography learning journey before moving on to the history of flight. Children will develop their awareness of the past and chronological understanding through the exploration of the history of transport. They will investigate the history of flight from the Montgolfier brothers' hot air balloon and the Wright brothers' invention of the plane to the invention of space travel. Looking at significant people and events in their own locality the children will look at the contribution of Amy Johnson to the history of flight.	In Year 1, children became secure in using primary sources and were introduced to using secondary sources to gather information. The main focus for this unit is chronology. Children focused on this during the unit based on 'Explorers', however this learning was heavily scaffolded. Children will now begin to apply this learning by independently creating their own chronological timeline of flight. In addition to this, children discussed the meaning of the word 'significant' in the 'Explorers' unit. They will build upon this by identifying the event they deem the most significant in the story of flight.	This unit will develop the skill of reasoning as the children will need to justify which event in the story of flight is the most significant. This is a skill that they will continue to develop throughout the rest of Year 2.	Chronological order Timeline Historical source Primary source Secondary source Artefact First Then Next Present day Significance Evidence	Wright Brothers Amy Johnson Amelia Earhart aeroplane hot air balloon flight

NC COVERAGE and SKILLS PROGRESSION	SUGGESTED SEQUENCE OF KNOWLEDGE
Pupils should be taught to: ● **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.** ● **Events beyond living memory that are significant nationally or globally – for example the first aeroplane flight.** ● **The lives of significant individuals in the past who have contributed to national or international achievements** ● **Significant historical events, people and places in their own locality.** **Chronology** ● Creating a chronological timeline of events ● Explaining reasoning for a chronological order	**This Learning Challenge covers both history and geography objectives. The geography sequence of knowledge is on a separate learning journey.** **Refer to the geography learning journey for the first four lessons.** **Session 1:** ***written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** **LO: to find out about the first hot air balloon and aeroplane flight** Introduce key vocabulary for the lesson (chronology, timeline, Wright Brothers, Montgolfier Brothers, hot air balloon and aeroplane). Retrieval related to previous year 2 geography lessons. Recap on background knowledge of travelling. Video attached on SMART – examples of people attempting first flight. Introduce Montgolfier Brothers and their invention of hot air balloon. Moving onto Wright Brothers and first aeroplane flight. TASK: Act out Montgolfier Brothers first hot air balloon/ Wright Brothers first flight. Preform to class in groups. Reflect on key knowledge learnt in the lesson. Resources: Book – taking flight by Adam Hanchen **Session 2:** ***written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** **LO: to learn about significant people in the history of flight** Introduce key vocabulary (primary source, secondary source, Amelia Earhart, Amy Johnson , Atlantic and London to Australia) Retrieval- true/false theme based on previous lesson Wright Brothers. Activity- Facts stuck around the room children to find fact and discuss on carpet as a whole class. Discuss the difference between primary and secondary sources. Introduce Amy Johnson referring back to primary and secondary source. TASK: complete venn diagram in books comparing Amelia and Amy using Widgit

● Understanding and using the word 'chronology' **Source analysis and evaluation** ● Using a wider range of primary sources ● Introducing secondary sources ● Using sources to learn about an individual ● Comparing sources in order to identify the chronology ● Asking and answering questions using sources **Historical Enquiry** ● Deciding whether a question is relevant ● Researching and discussing the impact of significant people ● Comparing and ranking significant events and people ● Asking and answering questions based on evidence	Resources: Video of Amelia Earhart attached to SMART **Session 3: *written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** **LO: to order historical events of flight in time order** Retrieval based on Geography Aut1/ Primary secondary sources. Introduce key words (Chronological, timeline). Recap all key events in flight including Neil Armstrong (Year 1 content). Introduce commercial flight. ACTIVITY: In groups, put key events of flight in time order. Fact prompts given to each group- children will feedback to class about a significant person in flight. TASK: 1. Put key events onto timeline. Stick into topic book. **Session 4 : *written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** **LO: to decide who is the most significant person in the history of flight** Retrieval- each table will have one significant person/ key event within history of flight printed onto A3 paper. Children will have 2 minutes to add as much information as they can remember to the sheet (rotate groups). TASK: Children decide who they feel is the most significant person in the history of flight and write a small explanation in book as to why.
END POINT	
By the end of this unit most children will know: ● Know that the hot air balloon is the oldest invention to take people into flight. ● Know that the Wright Brothers invented the aeroplane. ● Know that Amy Johnson (from Hull) and Amelia Earhart were the first women to fly solo.	