

Topic Title: Time Traveller

Year 2 Summer 2



Enquiry Question

Why are the Wright Brothers considered significant historical figures?

Skills Taught:

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: what was it like of people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Describe historical events
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Place events and artefacts in order on a timeline.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate. Identify some of the different ways the past has been represented.

Immersion:

Icarus Myth/ Paintings/ DaVinci drawings discuss what is the link between these? What was the dream? What would the dream mean? Watch early attempts at flying machines

<https://www.sciencelearn.org.nz/images/292-daedalus-and-icarus>

<https://www.leonardodavinci.net/flyingmachine.jsp>

<https://www.youtube.com/watch?v=C7OJvv4LG9M>

Big Questions:

What is the difference between myth and historical events?

What motivated people to fly?

Were the Wright brothers the first to try to fly?

Why is their flight so important in the history of flight?

Are they the only significant figures in the field of flight?

Can you recall key facts about the Wright brothers?

At the time she lived why do you think Amelia Earhart was so inspiring?

Topic Title: Time Travellers

Focus Texts: Amelia Earhart



Challenge for All:

	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none">• Ask questions such as: what was it like of people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Place events on a timeline.
Most children will:	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Describe historical events• Name and describe significant people from the past.• Recognise that there are reasons why people in the past acted as they did.• Label timelines with words or phrases such as: past, present, older and newer.
Some children will progress further and will:	<ul style="list-style-type: none">• Use dates where appropriate.• Identify some of the different ways the past has been represented.• Compare events in the past and understand why events are significant – have had a great impact upon society and life today.

Enrichment/Outdoor Learning:

Testing the effectiveness of different materials and designs for paper aeroplanes.

Role play of the first flight/ Amelia Earhart– hot seat – thoughts and feelings

Resources

Film of first flight <https://www.youtube.com/watch?v=q3beVhDiyio>

<https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/commemorating-events-beyond-living-memory/first-aeroplane-flight/>

PreviouslyAs time travellers and learning about Guy Fawkes and the reasons why he is a historical figure – see above skills taught and look at where people and events happen in a chronological framework.

Compare the two events and why they are still remembered. Do we have a festival to commemorate the first flight, why do you think November 5th is still celebrated, are the celebrations worldwide like some other festivals? Why not?

Key Vocabulary:

historical figure, invention, past, impact, life-time, achievement, attempt, century, decade

Cross-curricular links:

English- Write diary accounts, letters, newspaper headlines

Science and DT – Simple explanations as to how planes fly – paper aeroplane designs and tests

Celebration of knowledge and skills gained (opportunities for assessment):

Double Page Spread – Display what you have learnt about The History of Flight – Use the following sub titles

The Race to fly - plane design

Who was Amelia Earhart

The Wright Brothers success

Modern day flight facts

