

## Entry Task

Present children with a variety of literature including poetry, fiction and non-fiction on the theme of space. What do these texts have in common? How can we group texts?

What forms of transport were available 100 years ago?

How has transport changed and progressed over the years? Which are no longer used? Which have adapted and lead to new discoveries?

How can you travel to space? When did space exploration begin?

Can I place different forms of transport on to a timeline?

Which country was first to travel to space? How important is space exploration?

Which country reached the moon first?

What is the significance of Neil Armstrong and Buzz Aldrin on space exploration?

How did Neil Armstrong travel on the surface of the moon? What did this mean for humanity?

## Celebration/Evaluation

Take a ride in a horse and carriage discussing how the experience is different to other methods of transport

## Curriculum Passport Challenge

To parade our toy moon buggies for our school community, talking about our design choices



# Chasing Space



## What to revisit?

EYFS— ELG Past and Present children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ELG Creating with materials Children will have explored different forms and shared their creations explaining

## Threads

Exploration, progress, expedition, significance, humanity, adaptation

## Key Vocabulary

**As a technologist, I will use...** axles, wheels, chassis, decorate, vehicle axle holder, test, suitable, assemble, construction, materials, functional, CAD, materials, design criteria, prototype, stringer, stiffer, stable, evaluate

**As a historian, I will use...** now, then, decades, centuries years ago, change, chronological, timeline, significant, Neil Armstrong, Buzz Aldrin, exploration, expedition, progress

**As a geographer, I will use...** features, human and physical, map, view, satellite, birds-eye, aerial view, mapping symbols, settlement

## Big Question

Seesaw : How have developments in transport influenced travel? What did this mean for humanity?

Can I undertake simple fieldwork, using my observational skills to explore the human and physical features of our school grounds and surrounding settlement? Can I use compass directions?

Can we identify our school on an aerial photograph? Which human and physical features can we recognise?

What are physical features? How do these differ to human features?

What are human features? How are these shown by symbols on a map?  
(Railway line, railway, station, foot path, school)

Can I understand the principle of a wheel and axle, choosing vehicles from a selection that use them?

What does the Earth look like from space? How do we take photographs from space?

Can I test a range of materials and components to create a mock-up wheel and axle, judging if the materials are functional?

Can I verbally evaluate my toy exploring how it could be made stronger, stiffer, more stable?

What is computer aided design? Can I use computer aided design to design my own moon buggy toy, following a given design criteria?

Can I create a moon buggy toy with wheels and axles that can be pushed and pulled?

DRIVER SUBJECTS ARE **HISTORY**, **GEOGRAPHY** AND **DESIGN TECHNOLOGY**