

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?

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

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**?

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

How have developments in transport influenced travel? What did this mean for **humanity**? How was human/physical geography impacted?

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?

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

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