

Knowledge Organiser for KS1

Space

What should I already know?

- Things happened before I was born.
- Things happened before my parents and grandparents were born.
- Life is different now to how it was when my grandparents were children.
- What the moon is.

Materials (Science)

- Name everyday materials.
- Describe properties of everyday materials.
- To observe closely.
- To sort objects 2 or 3 ways.

Historical events and finding out about the past (enquiry and chronology)

- Place key events in the history of space travel on a timeline.
- Compare this timeline to the timeline of your family - where do key events in your family's life cross over with key events in space travel?
- Choose two astronauts to compare. Where are they from? What were their achievements? What are their similarities and differences?
- Explain what caused the 1969 Moon Landing.
- Explain what effects the 1969 Moon Landing had on history.
- Use words such as before, after, past, present, then and now to describe the history of space travel.

Overview of key areas of study

This unit will teach children the importance of the Apollo 11 Moon landing.

They will learn about the History of Space Travel, the similarities and differences between space travel over the decades.

They will study significant Astronauts (historical and current).

They will learn about the Materials in Science.

They will explore using a range of different mediums in art and design—creating space themed art work.

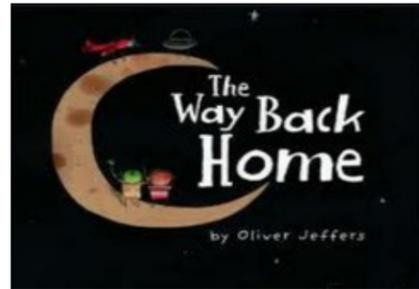
Launch

Introduction

Story—The way Back home

Topic Brainstorm—any questions that the children would like to explore.

Knowledge organiser—Historical events and finding out about the past (enquiry and chronology)



Why was the Apollo 11 moon landing so important?

- Before the Apollo 11 flight mission, people had been in space as part of the Space Race but had not yet been to the moon.
- This was to be the next step in space travel
- On July 16th 1969, Saturn 5, was launched. There were three American astronauts on board; Neil Armstrong, Buzz Aldrin and Michael Collins.
- It took four days to reach the moon.
- Neil Armstrong was the first man on the moon - 19 minutes after Buzz Aldrin joined him.
- They gathered moon dirt and rocks to bring back to Earth.
- They also took photographs to show what the moon was like.
- The moon landing was important because it told us that people could travel there and back safely. It would also help us find out more about space and the moon.
- Neil Armstrong famously said, "One small step for man, one giant step for mankind."



Space Travel timeline	
1947	First animals sent to space. They were fruit flies sent on some corn.
1949	The first monkey is sent to space.
1955	The Space Race begins between Russia and America
1957	The first animal goes around the Earth in space. It is a dog named Laika.
1961	First man in space 
1963	First woman in space 
1969	Moon Landing. Neil Armstrong and Buzz Aldrin become the first people to walk on the moon. The first words they said were, "The Eagle has landed."
1991	Helen Sharman becomes the first British astronaut in space. 
2001	First space tourist
2015	Scientists find evidence of water on Mars 
2015	Tim Peake became the first British astronaut to visit the International Space Station.  

Vocabulary

after	Later in time than, or behind in order
astronaut	A person trained to take part in space flight .
before	At an earlier time: in the past
evidence	Something that gives proof
famous	Recognised or liked by the public
flight	An act of passing through air or space by flying.
gather	Collect things together
history	Everything that has happened in the past to people or things.
launch	To put in motion
mission	A particular task or duty.
scientist	Someone who has studied science and whose job it is to teach or do research in science.
space	The area that contains the entire universe beyond the earth.
space race	Competition between the United States and the Soviet Union (Russia) to be the first to reach space .
tourist	A person who is visiting a place for pleasure and interest.
travel	When you go from one place to another, often to a place that is far away.

What should pupils know/be able to do by the end of the unit?

History

During this unit pupils will:

Skills

- Talk about and share experiences of the past and present.
- Talk about events, places and people beyond living memory
- Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc.
- Place objects, people and events beyond own experiences in time order.
- Talk about important people beyond living memory using a range of historical vocabulary.

Knowledge

- Recall facts about the Apollo 11 Moon landing
- Talk about aspects of the history of Space travel
- Name and talk about significant astronauts from our past

Science

During this unit pupils will:

Skills

- Name everyday materials.
- Talk about and describe properties of everyday materials.
- To observe closely and record observations.
- To sort objects 2 or 3 ways.
- Identify different uses of everyday materials.
- Demonstrate and explain how shapes of objects made from some materials can be changed.
- Explain what recycling means.

Knowledge

- Can answer simple questions about materials.
- Can name every day materials.
- Can sort objects.

Music

During this unit pupils will:

Skills

- Sing simple songs from memory with accuracy of pitch.
- Perform simple patterns and accompaniments keeping to a steady pulse.
- Recognise how musical elements can be used to create different effects.



RE

During this unit pupils will discuss:

We will be exploring the following question:

WHY DOES EASTER MATTER TO CHRISTIANS?

- UNDERSTAND THAT EASTER IS AN IMPORTANT TIME FOR CHRISTIANS
- UNDERSTAND THAT EASTER IS WHEN CHRISTIANS THINK ABOUT JESUS'S DEATH
- UNDERSTAND THAT EASTER SUNDAY FOLLOWS HOLY WEEK
- EXPLAIN HOW EASTER IS CELEBRATED
- EXPLAIN THE MEANING OF SOME OF THE MORE COMPLEX TOPIC VOCABULARY E.G. RESURRECTION

PHSE

During this unit pupils will:

Health and Wellbeing - It's My Body

- Explain how much sleep they need and describe bed time routine.
- Discuss why exercise is good for them.
- Understand they can choose what happens to their bodies;
- Discuss and list healthy snacks;
- Know to ask a trusted adult if uncertain about whether something is safe to eat or drink;
- Demonstrate hygienic ways to look after their bodies.
- Explain what germs are and why people need to keep clean.

Art

During this unit pupils will:

Create a piece of work based on Van Gogh's Starry night

Knowledge

- Describe the work of Van Gogh
- Express an opinion on the work of Van Gogh

Skills

- Create their own work in the same style of Van Gogh and compare
- Copy an original print
- Use a variety of materials
- Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing

DT

During this unit pupils will:

Design and make rockets.

Knowledge

Know which materials would best suit the design proposal

Skills

Use simple design criteria to help develop their ideas
Develop and communicate ideas by talking and drawing
Talk about their design ideas and what they are making
Measure, mark out, cut and shape materials and components

Computing

During this unit pupils will:

Knowledge

- Consider other people's feelings on the Internet.
- Know where to go for help if something worries them

Skills

- Give commands including straight forwards / backwards / turn one at a time.
- Explore what happens when a sequence of instructions is given.
- Explore a website by clicking on the arrows, menus and hyperlinks.