

History

Knowledge, Skills and Progression



KS1: Amy Johnson

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<ul style="list-style-type: none"> Sequence and re-tell main events in the story of the life of Amy Johnson by ordering pictures of the main events of her life Locate Amy Johnson in time in relation to today and the Great Fire of London and any other event/ person already studied. Y2 include some world events like WWI and WWII 	<p>Slow reveal images of Amy and pupils try to find the connections. Pupils are able to make inferences from visual clues. Pupils can predict why Amy Johnson might be famous.</p> <p>Pupils re-tell the story of Amy's life before she flew solo to Australia. Pupils can pick out from the story 2 or 3 qualities of Amy that marked her out as special.</p> <p>Pupils learn of the hazards, both natural and human faced by Amy Johnson and rank the reasons for her achievements. More able can provide reasoned explanation for their order of priority.</p> <p>Pupils recognise that Amy quickly became a celebrity. They can gather information from a variety of media including newspapers and look for evidence to back up statements.</p> <p>Pupils sequence key events in the life of Amy Johnson and create a simple living graph which they annotate showing the highs and lows in her fortunes.</p> <p>Pupils are told the story of her final flight and have to speculate as to likely reasons e.g mechanical failure or adverse weather conditions. Y2 examine a dossier of clues/evidence which they have to work through as if detectives.</p>	<p>Why do you think people still remember Amy Johnson?</p> <p>How did a secretary end up flying solo to Australia?</p> <p>Why was flying to Australia so difficult for Amy?</p> <p>How did people react to Amy at the time and how do we know?</p> <p>How did things change for Amy after her famous flight?</p> <p>How can we solve the mystery of what happened to Amy?</p>	<p>Amy Johnson, pilot, aviator, plane, aircraft, fly, solo, record, Australia, Russia, Moscow, war, World War II, evidence, sources, newspapers,</p>
<p>Learning outcomes All children should be able to:</p> <ul style="list-style-type: none"> Predict from small clues, link together disparate pieces of evidence and draw conclusions based on the clues they are given. Retell the story of Amy Johnson's flight to Australia Sequence the main events in the life Amy Johnson Give reasons for why the flight to Australia was such a difficult feat They can gather information from a variety of media including newspapers and look for evidence to back up statements. Y2 name and select the best source of evidence Y1 pupils choose reasons for the disappearance of Amy Johnson Y2 pupils choose from more complex reasons and begin to link them and explain in their own words 		<p>More able challenged with additional questions/tasks</p> <ul style="list-style-type: none"> Provide reasoned explanations about the hazards of flying in order of priority Place the event within the broader context of the Second World War. Use tentative language to indicate the provisional nature of any conclusions drawn e.g. it most probably, or most likely, we're not sure but I think. <p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers Collaborative activities to support peer-learning and inclusion eg in creating the living graph Use of visuals, film, drama to support contextual understanding Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design TA support used to question and develop children's understanding of concepts and encourage independence 	

