

Brough Primary School – Curriculum Intention Plan 2024 - 2025



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<p>Subject: History</p> <p>Year Group: Year 2</p>	<p>Area of learning:</p> <ul style="list-style-type: none"> • The First Solo Flight by Amy Johnson (female pilot born in Hull) • Link to aircraft production at BAE Systems (Brough) & 'House' aircrafts (<i>Dart, Ripon, Hawk & Baffin</i>) <p>Enquiry Questions: <i>Why do we remember Amy Johnson?</i></p>														
<p>Links to previous work/Remember when</p>	<p>From Year 1</p> <ul style="list-style-type: none"> • NC- Changes within living memory- Transport • NC- Significant individuals in the past who have contributed to national / international achievements (explorers- Christopher Columbus & Neil Armstrong). 														
<p>Term</p>	<p>Key Skills to be taught</p>														
<p>Spring 2025</p> <p>What the children should know at the end of this series of lessons</p>	<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> • <i>Events beyond living memory.</i> • <i>Significant people and places in their own locality.</i> <p><u>Historical Skills</u></p> <table border="1" data-bbox="466 1111 1366 1267"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Chronology</p> <ul style="list-style-type: none"> • Order events or artefacts in chronological order (using a simple timeline). <p>Sources of Evidence</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past using a variety of sources. <p>Similarities & Differences</p> <ul style="list-style-type: none"> • Identify and describe a range of similarities, differences and changes within a specific time period. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Ask and answer questions about the past. <p>Historical Significance</p> <ul style="list-style-type: none"> • Recognise why events happened and what happened as a result. 	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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Vocabulary

Amy Johnson, solo female pilot, flying licence, world record, flight, Hull, London, Australia (Darwin), route, Gipsy Moth (Jason), journey, “Commander of the Most Excellent Order of the British Empire” (CBE), achievement, BAE systems, aircraft, Dart, Ripon, Baffin, Hawk.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p>Learning Objective: To ask and answer questions about the life and achievements of Amy Johnson. To consider what I would like to find out throughout the unit of work.</p> <p>Key Knowledge: Amy was born on 1st July 1903, in Hull, England. Amy was a female aviator (pilot) and she was the first woman to fly solo to Australia.</p> <p>Enquiry Type: Historical Enquiry</p>	<p>Unit Introduction</p> <ul style="list-style-type: none"> Why do you think Amy Johnson is a famous person from the past? What do you think Amy achieved? Is Amy Johnson alive today? <p>Museum Gallery (unit launch)- Give children a selection of images to launch our work on Amy Johnson. Images include Amy herself, planes from the 1920s/30s (including the Gipsy Moth), a map showing Amy’s flight coverage from London to Australia, a map highlighting Hull to show where Amy was born, aviator goggles, Amy’s pilot licence, Gipsy Moth plane badge etc.</p> <p>Children discuss the images within small groups.</p> <p>Y1- Discuss further questions children may have about Amy’s life (teacher to scribe these questions to create a class set).</p> <p>Y2- Post-it notes around the images with keywords / ideas about Amy’s life to highlight what the children may know already. Children could also write any questions that they would like to find out the answers to (about Amy’s life).</p>
2	<p>Learning Objective: To order life events and achievements in chronological order (using a simple timeline).</p> <p>Key Knowledge: Amy was born in 1903 (Hull) and died in 1941 (London). Amy went to University in Sheffield before</p>	<p>Recap- Name something Amy Johnson is remembered for. What was her job?</p> <p>The life of Amy Johnson (sequencing events)</p> <ul style="list-style-type: none"> Where was Amy Johnson born? How did Amy Johnson become a pilot? What did Amy achieve as a solo pilot in May 1930? Did Amy go on any more solo flights after her trip to Australia?

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	<p>moving to London to work. Amy got her pilot's licence in 1929 (26 years old). Amy flew solo to Australia in 1930 (it took her 19 days). Amy set further world records for flights to South Africa and India. Amy helped the Royal Air Force during World War II. Her plane crashed into the River Thames in 1941 (she was 37 years old).</p> <p>Enquiry Type: Chronology Historical Significance (local history)</p>	<p><i>Children discuss the main events in Amy Johnson's life (with a focus on where she was born and grew up- within our local area).</i></p> <p><i>Children record the events of Amy Johnson's life by devising a simple timeline.</i></p>
3	<p>Learning Objective: To find answers to simple questions about the past using a variety of sources (Amy Johnson's solo flight to Australia).</p> <p>Key Knowledge: It took Amy 19 days to complete her journey to Australia (she had not broken the world record for the fastest time but she was the first woman to fly solo). Amy faced several problems including mechanical issues with her plane, severe weather conditions, poor visibility, difficult landing sites and exhaustion from long flight durations.</p> <p>Enquiry Type: Sources of evidence</p>	<p>Recap- <i>Where was Amy Johnson born? How old was Amy Johnson when she got her pilot licence? Where did Amy travel to as a solo female pilot?</i></p> <p>Amy's solo flight to Australia (1930)</p> <ul style="list-style-type: none"> ● Where did Amy's solo flight start and end? ● Which countries did Amy pass through to reach Darwin, Australia? ● Did Amy experience any problems on her journey? ● How long did the whole journey take? <p><i>Children track Amy's journey from England to Australia using a world map.</i> <i>Children consider the enormity of the journey that Amy completed on her own and some of the problems she faced, using sources of evidence from the time (video footage, newspaper clippings etc.)</i> <i>Drama-based activity using RSC ideas to immerse the children in a flight experience- take off, landings, poor weather (storm), fixing the plane, arriving in Australia etc.</i></p>

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<p>4</p>	<p>Learning Objective: To identify and describe a range of similarities, differences and changes within a specific time period (types of aircraft).</p> <p>Key Knowledge: BAE Systems (Brough) was opened by Robert Blackburn in 1916. It is the UK's oldest aircraft factory (making of different aircraft has now ended). Many aircrafts were made at Brough to help in the first world war. More than 80 different aircraft were built by BAE systems. The Blackburn Buccaneer was one of Brough's most successful products. Hawk jets were made at Brough (used by the Red Arrows).</p> <p>Enquiry Type: Similarities & Differences Chronology</p>	<p>Recap- <i>Did Amy Johnson face any problems on her solo flight to Australia?</i></p> <p>What was manufactured in our local area in the 1900s?</p> <ul style="list-style-type: none"> • What were early aircrafts like? How were they different from what we see today? • What type of plane did Amy use? • What has happened locally at BAE systems over the years? <p><i>Children look in more depth at the plane Amy Johnson was famous for using (a second-hand de Havilland DH60 Gipsy Moth, a two-seat biplane powered by a single de Havilland Gipsy piston engine, which she had named Jason).</i></p> <p><i>Children understand the role of BAE systems in our local area (1900s).</i></p> <p><i>Children carry out some research on their 'house' plane (Ripon, Dart, Baffin and Hawk).</i></p>
<p>5</p>	<p>Learning Objective: To demonstrate what has been learnt about Amy Johnson.</p>	<p>ASSESSMENT LESSON</p> <p>Children record their own ideas to commemorate the achievements of Amy Johnson (using a given medal template). Children must include some facts about her flying achievements and links to why she is remembered in our local area.</p>

Learning Outcome/product

Why do we remember Amy Johnson?

With some initial support, children consider why Amy Johnson is remembered- her achievements as a female solo pilot and her upbringing in our local area (Hull).

<p>Assessment records</p>	<p>List only those children who have not achieved the expected outcomes.</p>