



## Year 2 Flight

### Summer Topic Knowledge Organiser 2023

Knowledge Skills Vocabulary

#### Knowledge Progression

What do you think the Wright brothers did to make them famous?

Why do you think people still remember Amy Johnson?

How did a secretary end up flying solo to Australia?

Why was flying to Australia so difficult for Amy Johnson?

How did people react to Amy at the time and how do we know?

How did things change for Amy after her famous flight?

How can we solve the mystery of what happened to Amy Johnson?

What information can you remember about Amy Johnson? (writing lesson)

#### Curriculum Coverage

##### History

the lives of significant individuals in the past who have contributed to national and international achievements. Make a comparison between Amy Johnson and the Wright Brothers.

##### History Skills Progression

Compare pictures or photographs of people or events in the past.

Discuss reliability of photos/accounts/stories.

Ask and begin to answer questions about events e.g. When? What happened? Who was involved?

Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.

Show where places, people and events fit into a broad chronological framework

Recognise why people did things, why events happened and what happened as a result.

Identify differences between ways of life at different times.

##### Historical /topic vocabulary

Wright Brothers, Amy Johnson, first woman, flight, solo, engineer, aviator, Gipsy Moth biplane, heroine, statue, evidence, artefacts, secretary, Australia, living graph

##### Historical enquiry

Who were the Wright Brothers? What did Amy do that was so important to us now? How hard was it to fly in a plane during this time? Why is she important now? How has she influenced other people? How can we compare the Wright Brothers to Amy Johnson? What artefacts exist that tell us this information is correct? How do historians tell us what has happened in the past?



#### Foundation Stage

Children talk about past and present events in their own lives and in the lives of family members.

They know similarities and differences between themselves and others, and among families, communities and traditions.

**Year 1—** Children have learnt about what history is in terms of their own history and have begun to explore the lives of others, including Queen Victoria and Walter Rothschild. Children have been able to talk about similarities and differences between now and the past.

**Year 3—** Complete a study from Stone Age to Iron Age, understand how life was at that time, how it changed and how historians use artefacts to tell us more about this period of time. To explore and complete an in-depth study of the achievements of the earliest civilisation of ancient Egypt.

**Year 4—** Explore the achievements of the Roman Empire and its impact of Britain and changes that occurred during this period of time, Continue to understand how historians are able to explain the past with important artefacts and historical discoveries. To study Britain's settlement by Anglo Saxons and Scots, the Vikings and Angle Saxon struggle for the Kingdom of England to the time of Edward the Confessor.