Balloon Voyage – Term 3

Southville Primary School

Year 1

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Cameron Balloons Factory Children walked past and viewed it during their Victorian walk	**Mad Science** - hot air balloon demonstration	**Sophie Blanchard** (1778 – 1819) First woman to pilot her own balloon and the world's first professional female balloon pilot. **Margaret Graham** (1804-1864) First British woman to make a solo balloon flight (1826) **Don Cameron** - Balloonist who founded Cameron balloons, world's largest balloon manufacturer (Bristol based factory)	Children can talk about how balloons were invented, how some were built in the Cameron balloons factory nearby and that many fly each year at the Bristol Balloon Fiesta. Children can design their own hot air balloon and say what it is made of.

Diversity, Equity and Inclusion

Sophie Blanchard (1778 – 1819) was not only the first woman to pilot her own balloon but the first ever professional female balloon pilot in the world!
Margaret Graham (1804-1864) was the first British woman to make a solo balloon flight (1826) pioneering women in flight/space e.g. **Mae Jemison** (first African American woman in space, featured in book children's 'Look up')

Linked Learning

Geography - map skills learnt in term 1, side view/plan view, compass points, and further developed looking at Victorian maps in term 2. Seasonal and daily weather patterns, and how these affect flight of hot air balloons. **Writing -** packing list or plan for a trip or recount of a flight. **Maths** - length and height - comparing size of balloon to other vehicles

Driver 1: History
Why are there so many hot air balloons in Bristol?

Driver 1 Objectives

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Substantive Historical Concept:
Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:

- Community and culture
- Conflict and disaster
- Exploration and invention
- Hierarchy and power

Driver 2: Science
What are hot air balloons made of and why?

Driver 2 Objectives

Materials:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Driver 1 Disciplinary Knowledge and Skills

This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.

- **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied
- **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability
- **Cause and Consequence** – the reason and result of the things that happened in history
- **Change and Continuity** – how key people, places and events changed or stayed the same over time
- **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?
- **Historical significance** – why people, events and ideas are important in our studies

Driver 2 Disciplinary Knowledge and Skills

This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes:

- **Planning**: Asking questions, fair testing, setting up simple tests
- **Doing**: Using different equipment safely, making systematic and careful observations
- **Recording**: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables)
- **Concluding**: Suggesting answers, reporting, presenting (in oral and written forms)
- **Evaluating**: Seeking patterns, making predictions for the future

Driver 1 Key Vocabulary

- **Tier 2**: same, different, important, order, timeline, invention
- **Tier 3**: hot air balloon, artefact, burner, envelope

Driver 2 Key Vocabulary

- **Tier 2**: object, material, property, test, prediction, air, heat, cool, change
- **Tier 3**: natural, manufactured, wood, metal, plastic, glass, wool, cotton, nylon, wicker, leather, shiny, rough, smooth, hard, soft, flexible, rigid, heavy, light, absorbent, magnetic, waterproof

Driver 1 Sequence

1. **WALT**: ask historical questions
2. **WALT**: know who invented hot air balloons
3. **WALT**: understand how hot air balloons work
4. **WALT**: order events
5. **WALT**: look closely at sources to find out about important people in hot air ballooning
6. **WALT**: understand how Don Cameron's actions changed ballooning in Bristol
7. **WALT**: show what we have learnt

Driver 2 Sequence

1. **WALT:** understand the difference between the object and the material.
2. **WALT:** describe properties of materials.
3. **WALT:** sort materials.
4. **WALT:** test materials.
5. **WALT:** carry out a test (choosing our own question).
6. **WALT:** carry out a test (investigating waterproof materials).
7. **WALT:** use our knowledge to design our own hot air balloon.

Ongoing Continuous Provision

- Role play area with items related to hot air balloons (basket, burner, envelope, warm clothes, camera, notebook, etc.)
- Materials to make hot air balloon collages
- Old photos and timelines of history of flight/balloons
- Books and stories about hot air balloons
- Music and songs related to hot air balloons
- Exploration of fabric to create own hot air balloons
- Videos and stories about hot air balloon adventures (e.g., "Raccoon and the Hot Air Balloon," "Sebastian and the Balloon," etc.)

Ongoing Continuous Provision

- Topic-related books (both fiction and non-fiction)
- Water tray with containers to fill and ice cubes
- Treasure baskets for sorting materials
- Collage materials for creative activities
- Feely bags and materials for tactile exploration
- Magnets for investigations
- Clay for modelling and testing materials
- Sand tray for sieving wet and dry sand
- Bowls of different substances (e.g., flour, sugar, lentils, peas) for sorting and testing
- Playdough, junk modelling, and plasticine for hands-on activities