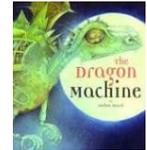




Year 2 Spring 1: What makes Alan Turing and Steve Jobs Significant?

**Year Group:** 2  
**Subject:** History  
**Term:** Spring 1  
**Key Text:** Dragon Machine  
**Additional Reading Texts:** The boy who could fly, Flying Machines, Take flight.  
**Key Enquiry Question:** What makes Alan Turing and Steve Jobs Significant?



**Overview:**  
 This unit looks at how computers have changed overtime, with a specific interest in the inventors of significance who have shaped those changes. Pupils look at former Manchester Resident Alun Turing and learn how his invention of the Enigma Codebreaking computer helped to win WW2. They will compare this inventor Steve Jobs, A more modern inventor. How did he revolutionise computing? (Dawn of the personal computer and rise of information technology in the home) Pupils will ultimately consider why these inventors are significant to history.

**National Curriculum Objectives:**

**Objective Sequence:**

**Chronology skills:** Place different computers in order of time. Historical perspective. Introduce the key historical enquiry question.  
**Changes within living memory lesson:** Look at computers changing over time. Order them.  
**Similarities and differences lesson:** How are they different? How are they the same?  
**Key Enquiry Question:** What makes Alan Turing and Steve Jobs Significant?

- Sticky' Knowledge:**
- **Alan Turing** was a computer scientist who invented a machine to break The German code in WW2.
  - Some historians estimate he saved 2 million lives through this invention.
  - He was very clever with an IQ of 185.
  - **Steve Jobs** was a pioneer of the personal computer era.
  - With Steve Wozniak, Jobs founded Apple Inc. in 1976
  - He is widely considered a visionary and a genius
  - He oversaw the launch of such revolutionary products as the iPod and the iPhone.

**Vocabulary:**  
 • *Alun Turing, Steve Jobs, Enigma, Code breaker, Apple Mac, Microsoft, PC (Personal Computer)*

**Historical Skills:**  
**Chronology:** Sequence 3 or 4 artefacts from distinctly different periods of time.  
**Range and depth of Historical knowledge:** Recognise the difference between past and present in their own life and the lives of others.  
**Historical enquiry:** Find answers to simple questions about the past from sources of information e.g. artefacts.  
**Organisation and communication:** Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.

**End Points:**  
 Children will know that computers were different in the past to today. They will be able to explain the differences and give examples of computers from the past and today placing them in order of time.  
 Children will know why Alun Turing and Steve Jobs were significant.

**Opportunities for Enrichment:**  
 Visit Manchester Industry and Science Museum

**Key Concept:** Lives of significant individuals

Week	National Curriculum Objectives:	Vocabulary skills and knowledge	Teacher Input	Independent Activities
1				
2				
3				
4				