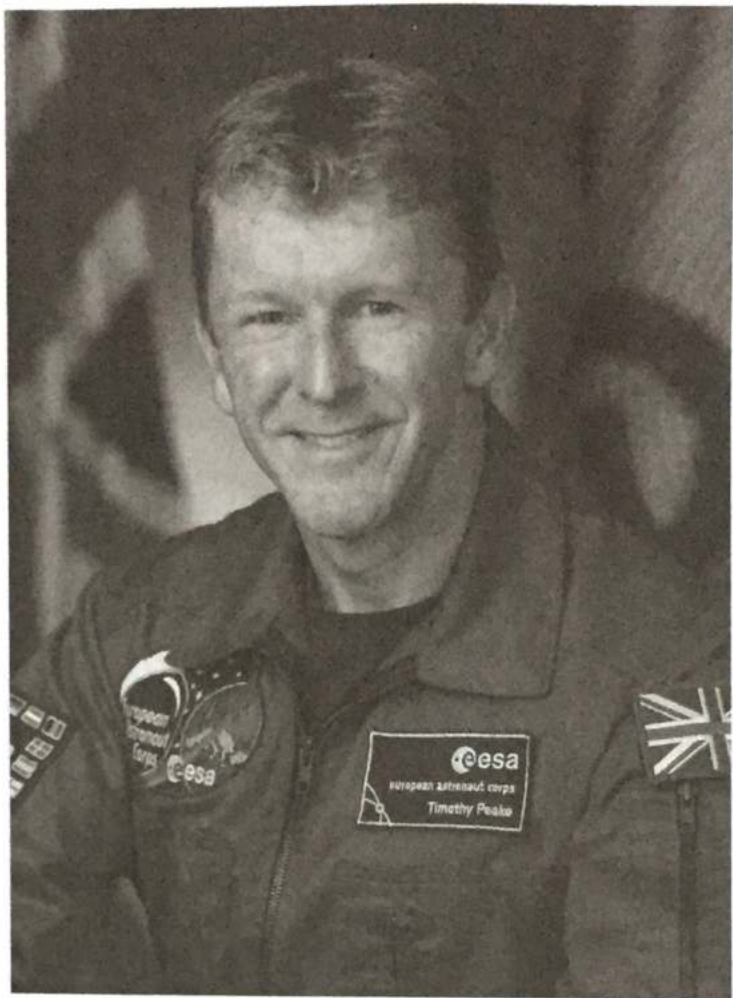


On 18th June 2016, astronaut Major Tim Peake returned to Earth after spending 6 months in space. He had orbited the Earth around 3,000 times and travelled over 125 million kilometres. He said that the trip back to Earth had been “incredible – the best ride I’ve been on ever.” How did he get to make this amazing journey?

Tim’s interest in flying began when his dad took him to see old planes and watch displays at air shows. After leaving school, he joined the Army Air Corps and became a helicopter pilot. In 2008, he was working as a test pilot when he saw an advert online for new astronaut training. He decided to

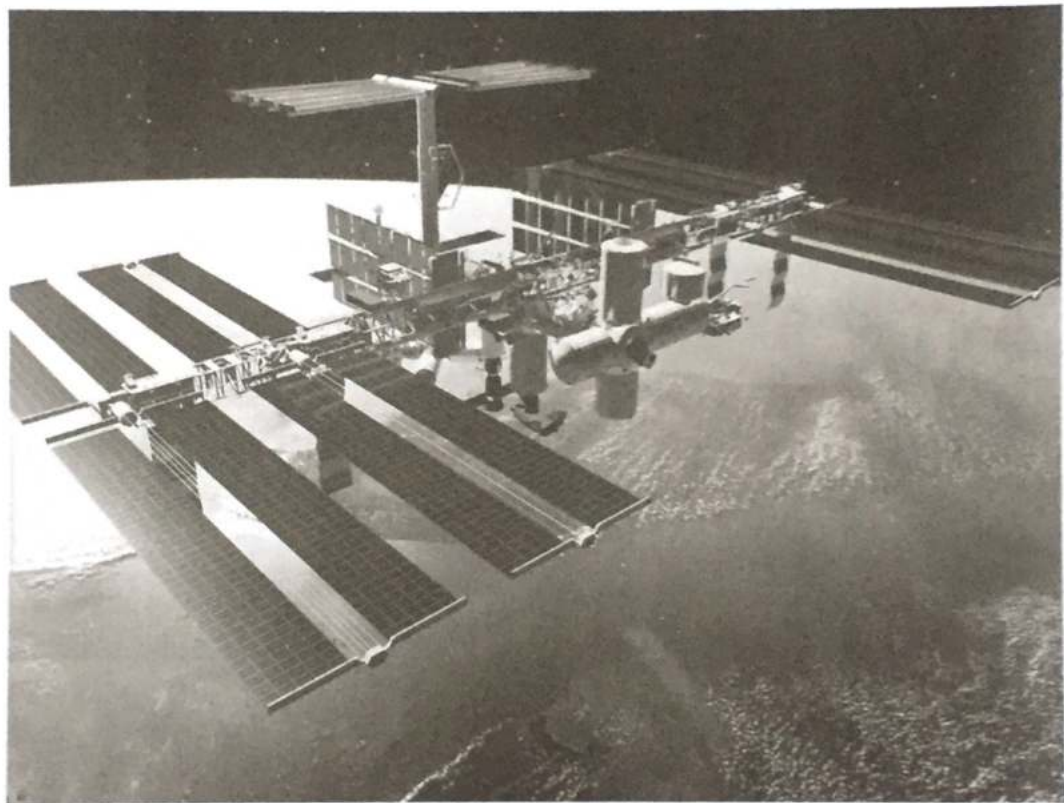
apply as he felt the ad described him perfectly – he had flying experience, he’d been a test pilot and he had a university degree. He was one of 8,413 people to apply to become an astronaut. After many tests and assessments and interviews, Tim finally heard that he had been successful when he was offered the position of one of just six European Space Agency astronauts.

On 15th December 2015, Tim was launched to the International Space Station (ISS), along with two other astronauts. Traditionally, every astronaut is allowed to choose three songs to play during the launch. Tim chose *Don’t Stop Me Now* by Queen, U2’s *A Beautiful Day* and *A Sky Full of Stars* by Coldplay. When Tim arrived at the ISS, he ate his first meal in space – a bacon sandwich with a cup of tea. During his first news conference from space, Tim said “Life up here is absolutely spectacular ... an amazing view of Earth ... way beyond my expectations.”



Tim was often in the news during his time on the ISS. A month after he arrived, he took part in a spacewalk – the first ever by a British astronaut. In April 2015, he ran the London Marathon on the ISS treadmill. Tim was keen to get schoolchildren involved during his mission because he said he “wanted to inspire the next generation”. With the UK Space Agency, he put together a programme of activities for children that included designing an astronaut’s meal, experiments with growing seeds, as well as fitness challenges. Tim captured the interest and imagination of many people around the world by communicating back to Earth regularly, through online messages and photos.

Although Tim is no longer on the ISS, it is still orbiting the Earth and can be tracked from the [principia.org.uk](http://principia.org.uk) website. Next time it’s passing overhead, why not pop out and give it a wave?



*An artist's depiction of the ISS passing over Florida and the Bahamas.*

Name: ..... Class: ..... Date: .....

**1** On which date did Tim Peake return to Earth after his time in space?

.....

**2** What did Tim say about his trip back to Earth?

.....

**3** Why did Tim decide to apply to be an astronaut?

.....

**4** How many people applied to become an astronaut?

.....

**5** What was Tim's first meal in space?

.....

**6** Give **one** reason why Tim was in the news while he was on the ISS.

.....

**7** What reason did Tim give for wanting children to be involved in his space mission?

.....

**8** Which of these activities were included in Tim's programme of activity for children?

Tick **two**.

keeping fit

writing online messages

writing news stories

experiments

**9** How did Tim capture people's interest when he was on the ISS?

.....

**10** Draw lines to match each part of the passage with the quotation.

Introduction

*"he ran the London Marathon"*

Life before the ISS

*"Tim chose Don't Stop Me Now by Queen"*

Going to the ISS

*"He had orbited the Earth around 3,000 times"*

Life on the ISS

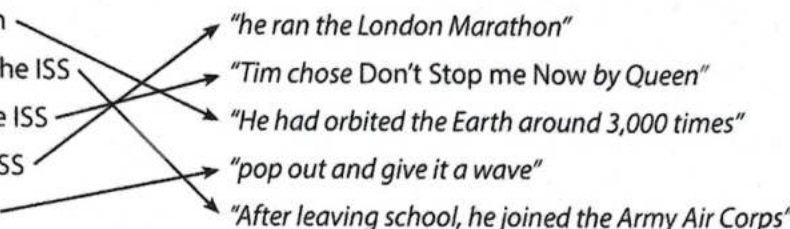
*"pop out and give it a wave"*

Conclusion

*"After leaving school, he joined the Army Air Corps"*

## Answers

Links to content domain requirements are in brackets after the answer.

1. 18th June 2016 [2b]
2. *"incredible - the best ride I've been on ever."* [2b]
3. He felt the advert described him perfectly. [2b]
4. 8,413 [2b]
5. a bacon sandwich and a cup of tea [2b]
6. He did a spacewalk/he ran the London Marathon in space. [2b]
7. He *"wanted to inspire the next generation"*. [2b]
8. keeping fit; experiments [2b]
9. By regularly communicating through online messages and photos. [2b]
10. Introduction   
Life before the ISS *"he ran the London Marathon"*  
Going to the ISS *"Tim chose Don't Stop me Now by Queen"*  
Life on the ISS *"He had orbited the Earth around 3,000 times"*  
Conclusion *"pop out and give it a wave"*  
*"After leaving school, he joined the Army Air Corps"* [2f]

## Assessment

The children are secure in their ability to retrieve information efficiently and effectively if they use clues in the questions to help them identify the words and phrases they are looking for. This can involve identifying key words in the questions that then appear in the passage. It can also mean interpreting clues from questions, e.g. question 2 asks children to identify what Tim *said* and question 7 asks what reasons Tim *gave* – check whether the children picked up on this and looked for speech marks in the text.

Children are able to work out and understand how content is related if they can link a heading that summarises a paragraph with the paragraph itself.

### Next steps

Challenge the children to skim a text within a specified time limit and to summarise the content of the passage.

Use newspaper articles and ask the children to create suitable headlines that summarise the content. Show the children headlines from appropriate newspapers, e.g. *First News*, and ask them to suggest what the accompanying article might be about.

Using non-fiction passages that are organised into paragraphs, involve the children in summarising the content of each paragraph. Establish that the skill of summarising helps to understand the overall content of a passage.