

EXPLORERS

YEAR 1 and 2: Summer 1

How have these people changed our lives today?

COVERAGE: How have these people changed our lives today?

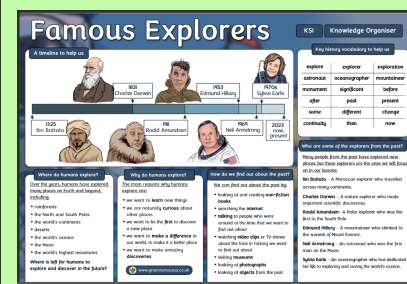
Pupils should be taught about the following:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some ways in which we find out about the past and identify different ways in which it is represented.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Find out about people and events in other times.
- Use a source
- Able to identify different ways to represent the past
- Recount the life of famous Britons who lived in past – Edmund Hilary, Captain Cook, Samuel Pepys and Edward Elgar
- Research & answer questions about the life of a famous person from the past.- Columbus Neil Armstrong, Ann Bankcroft, Amelia Earhart

KEY LANGUAGE AND VOCABULARY:

after, astronaut,
before, change,
continuity, different,
exploration, explore,
explorer,
mountaineer,
monument, now,
oceanographer, past,
present, same,
significant, then

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. How can we find out about the past?
2. What source will you use?
3. Can you trust the source?
4. Why do people explore?
5. What year did the moon landing happen? How do we know?
6. Why did these explorers go where they did? How did they help humanity?
7. Can you name some famous explorers and where they went?
8. What training did these explorers undergo?
9. Can you find the North and South Pole where Amundsen explored?

KEY SKILLS AND KNOWLEDGE

Chronology

- Compare different periods in time and say what is the same and what is different.

Range and Depth of Historical Knowledge

- find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening)

Interpretations of History

- Make statements which are justified by historical evidence.
- Consider how the future might be impacted by the events of the past.

Historical Enquiry

- Reason about the reliability of sources presented to them.
- Compare sources and evaluate them, coming up with their own historical interpretation.

Organisation and Communication

- Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT
- Class display/ museum annotated photographs ICT

ENRICHMENT:

- children would be investigating a special explorers rucksack and finding items for an exploration.
- Children will also examine video clips to see the impact on the world.

Previous Learning:

- Talk about the lives of people around them and their role in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books and storytelling.

School Drivers to Examine

Children will look at:

- **Economy and Power** = how did the explorers success change the economy and power of the country they originated from?
- **Creativity and Innovation** = what items were created to be able to solve the problem that the explorers faced and overcome the challenge?
- **Culture and Diversity** = how has the exploration of the world changed the culture and diversity of the country the explorer is from and where they went too?