

<p>Theme read:</p> <ul style="list-style-type: none"> <li>Who Was Neil Armstrong? by Roberta Edwards</li> <li>Who Was Christopher Columbus? by Bonnie Bader</li> <li>Great Explorers: Christopher Columbus and Neil Armstrong (Collins Big Cat) by Charlotte Guillain</li> </ul> <p>Extracts from:</p> <ul style="list-style-type: none"> <li>The Explorer – Katherine Rundell</li> <li>I am Neil Armstrong (Ordinary People Change the World) by Brad Meltzer</li> <li>Trailblazers: Neil Armstrong by Alex Woolf</li> <li>Explorers: Amazing Tales of the World's Greatest Adventures by Nellie Huang and Jessamy Hawke</li> <li>Alastair Humphreys' Great Adventurers by Alastair Humphreys and Kevin Ward</li> <li>Fantastic Female Adventurers - Truly amazing tales of women exploring the world by Lily Dyu</li> </ul>	<p>Year 1 Summer Enquiry Question</p> <h2>Why journey into the unknown?</h2> <p><b>Key driver:</b> Ambition</p> <p><b>Key skills:</b> I can ask and answer questions, investigating and interpreting evidence to show I know and understand key features of events in world history.</p> <p><b>Year Enquiry:</b> How does learning about the past inspire my future?</p>	<p>Resources</p> <ul style="list-style-type: none"> <li>Neil Armstrong intro: <a href="https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p">https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p</a></li> <li>Visit to History of Science Museum to look at how space was looked at before the moon landing - <a href="https://www.hsm.ox.ac.uk/space-explorers">https://www.hsm.ox.ac.uk/space-explorers</a></li> <li>Video of First Moon Landing 1969 - <a href="https://www.youtube.com/watch?v=cwZb2mqld0A">https://www.youtube.com/watch?v=cwZb2mqld0A</a></li> <li>Christopher Columbus for Kids - <a href="https://www.youtube.com/watch?v=gCIWX0E1ef8">https://www.youtube.com/watch?v=gCIWX0E1ef8</a></li> <li>History vs. Christopher Columbus - Alex Gendler TedEd animation - <a href="https://www.youtube.com/watch?v=GD3dgiDreGc">https://www.youtube.com/watch?v=GD3dgiDreGc</a></li> <li>Extracts from Ibn Battuta's the Rihla: <a href="https://sourcebooks.fordham.edu/source/1354-ibnbattuta.asp">https://sourcebooks.fordham.edu/source/1354-ibnbattuta.asp</a></li> <li>Images of the places Ibn Battuta visited: <a href="https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta">https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta</a></li> <li>Copies of Scott's notebook: <a href="http://www.bl.uk/onlinegallery/virtualbooks/vjewall/index.html">http://www.bl.uk/onlinegallery/virtualbooks/vjewall/index.html</a></li> </ul>
<p>Key Vocabulary:</p> <p>Travel, transport, voyage, journey, discovery, Christopher Columbus, America, Cuba, The Bahamas, Native Americans, ship, sailor, deck, the Indies, The New World.</p>		<p>Pupil Pledge</p>

<p>Imagine sailing on a ship with no internet, fridge, etc., sailing for weeks, nearly losing hope. What do you feel when you spy land? What do you find when you get there? Chdn can create a map of their island, then draw and label three (imaginary) plants or animals that they have found there</p> <p>WALT: I can understand what makes a person significant.</p> <p>Outcome: Chdn look at the lives of significant individuals in the past who have contributed to national and international achievements. They use this in discussing the criteria for determining what makes a person significant.</p>	<p>Who was Christopher Columbus and what did he discover? How did life change as a result of CC's discovery?</p> <p>WALT: I can ask questions to find out about Christopher Columbus.</p> <p>Outcome: Chdn use sources to find out about a significant person from the past - write about Christopher Columbus's experiences, in a poster or message in a bottle.</p> <p>Quiz to see if chdn can answer questions correctly about Christopher Columbus.</p>	<p>Who was Neil Armstrong and why was the moon landing important?</p> <p>WALT: I can ask questions to find out about why Neil Armstrong was important.</p> <p>Outcome: Chdn use sources to find out about a significant person from the past - explain why NA is a significant/important person and recall some facts about his mission to the Moon.</p>	<p>What was similar and what was different about CC and NA's journeys?</p> <p>WALT: I can compare the experiences of Christopher Columbus and Neil Armstrong.</p> <p>Outcome: Chdn can explain the similarities and differences between CC and NA's missions. They can sort various items according to whether they were important to CC or NA and explain why.</p>	<p>Children complete a quiz booklet to show their understanding of the content so far.</p> <p>Use some of the questions from Lesson 2</p>
<p>Lesson 6</p> <p>Who were other famous explorers and what did they discover?</p> <p>WALT: I can find out about one of the first great explorers in history</p> <p>Outcome: Chdn can find out and talk about Ibn Battuta. Chdn can say what the Rihla was.</p>	<p>Lesson 7</p> <p>Who was another famous explorer and when did they live? Looking at diary entries, newspaper reports as different sources of evidence.</p> <p>WALT: I can use different sources of evidence to find out about Captain Scott's journey to the Antarctic.</p> <p>Outcome: Chdn to write a diary entry from the point of view of Captain Scott on the journey back from the Antarctic, recalling some key facts about Captain Scott's journey to the Antarctic.</p>	<p>Lesson 8</p> <p>Are explorers always men? Is all exploration a good thing?</p> <p>WALT: I can find out about women explorers.</p> <p>Outcome: Chdn can talk about Amelia Earhart crossing the Atlantic, Nelly Bly going round the world in less than 80 days, Valentina Tereshkova (first woman in space), Isabella Bird (first female explorer to be inducted into Royal Geographical Society of London), Dian Fossey (went to Africa &amp; became world's leading expert on Mountain Gorillas), Jeanne Baret (first woman to circumnavigate the</p>	<p>Lesson 9</p> <p>How important were CC and NA's voyages compared to others we have looked at? How could these explorers be remembered? Think of ways to commemorate their ambition</p> <p>WALT: I can compare different explorers and describe why they are important to learn about.</p> <p>Outcome: Chdn to make memorials for great explorers of the past – posters, statues, plaques – summarising their achievements for the celebration.</p>	<p>Celebration</p>

globe). Chdn look at similarities and differences in way women explorers are seen in history.

<p><b>Content:</b> What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts in museums, books and internet (historical enquiry).</li> <li>• Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Events beyond living memory that are significant globally (moon landing, 'discovery' of America).</li> <li>• Lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life</li> </ul>	<p><b>Coherence:</b> How does this link to previous learning?</p> <ul style="list-style-type: none"> <li>• Builds on idea of chronology and timeline, showing a wide sweep of history through different events.</li> <li>• Again looks back beyond living memory at significant events.</li> <li>• Expands on comparisons of similarity and difference, this time in the context of methods of transport.</li> </ul>	<p><b>Creativity:</b> How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> <li>• We are all explorers when we discover something that is new to us. Discover something or somewhere new.</li> <li>• Look at planets, solar system or the depths of the ocean – what else is out there that we could discover? Make artwork on what the alien/sea creature could look like. What are its characteristics?</li> </ul>	<p><b>Compassion:</b> What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> <li>• How has exploration helped people? Look at the technology spawned by the space race.</li> <li>• How has it had a negative effect on people? Look at displacement of indigenous people in 'discovered' countries. How would we feel if that were us?</li> <li>• What is the ambition behind exploration? Is it for personal gain or the greater good or a mix of both?</li> </ul>	<p><b>Community:</b> What links are there to local resources?</p> <ul style="list-style-type: none"> <li>• Visit to Oxford science Museum – special sessions based on CC and history of astronomy before space travel.</li> <li>• Ask children/ staff/family to share their own experiences of travelling – we can all be explorers.</li> </ul>
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in different periods (CC & NA).				
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