



HISTORY

Year: 1	Term: Summer 1
National Curriculum/Topic:	Significant Individuals - Intrepid Explorers
Depth Enquiry Question:	Why should we remember these explorers?
Skills:	Knowledge:
<ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • 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. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> • Who was Ibn Battuta? • Where did he travel to? • What was significant about him? • What was it like when Ibn Battuta was alive? • Who was Neil Armstrong? • Why was he a significant individual? • What did his achievements mean for mankind? • People who helped him to achieve his dream e.g. Katherine Johnson • Who was Robert Scott/Christopher Columbus? • What was the impact of Columbus's voyages and what he brought back to Europe? • Why was he significant and what was he trying to achieve? • How did his achievements impact on our world? • How the world was different in the times these explorers were alive? • To understand how these explorers are remembered e.g. statues and their legacy on our world.

Possible Activities:
<ul style="list-style-type: none"> • Learn the word significant. Children will sort well-known people based on their significance and give reasons for their choices. • Learn the life stories of significant individuals being studied and do own research from range of primary and secondary sources e.g. film, books, websites, pictures. • Place the studied individuals on a timeline. • Examine ways these individuals have been remembered using photographs and other artefacts. • Identify similarities and differences between the explorers studied. • To use what they have learnt about chosen explorers and make a judgement on who they consider to be the most significant and why. • Hot seating activities where children plan and ask questions for different explorers. • To compare a modern sea journey with one in the 15th century (time of Christopher Columbus) e.g. diary entries.

Vocabulary:
<p>significant/important, explorer, travel, journey chronology/sequence source then/now before/after ___ years ago national/international ...more significant than...</p>