

Topic	Exploring: Past and Present	Key Subject focus	History	Phase	1/2	Cycle no.	1
						Term	Sum 1
<b>Previous learning:</b> Florence Nightingale – 1/2				<b>Future learning:</b> Ancient Greece – 3/4 Mayan Empire – 5/6			
National Curriculum objectives				School KPI's			
History	<ul style="list-style-type: none"> <li>To know about the lives of significant individuals in the past who have contributed to national and international achievements- Christopher Columbus and Neil Armstrong.</li> <li>To identify key significant historical events and people.</li> </ul>			<ul style="list-style-type: none"> <li>To understand that what we know about our world is based on the knowledge, exploration and experiences of previous generations.</li> <li>To understand that we often hypothesise and guess about the unknown.</li> <li>To refine our understanding of the unknown through exploration.</li> <li>To learn that the America that Christopher Columbus discovered was already inhabited and that there were ancient civilisations.</li> <li>To understand that through exploration there are discoveries and inventions; human innovation and technological advances extends our ability to explore.</li> <li>To encourage children to consider exploration and ask their own questions about our world and beyond to further their understanding and knowledge.</li> </ul>			
Geography	Locational knowledge <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use world maps, atlases and globes to identify countries, continents and oceans.</li> <li>Use simple compass directions.</li> <li>To describe the location of features and routes on a map.</li> </ul>						
Art and Design	<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>						
Design and Technology	<ul style="list-style-type: none"> <li>To understand that the technology of exploration evolves and improves through an iterative process.</li> </ul>						
<b>Statement of intent:</b> During this topic pupils will: <ul style="list-style-type: none"> <li>Learn that humans have always sought to explore their surroundings and the miracles of life.</li> <li>Learn that exploration is born out of human enquiry and that we all have questions we want answers to and that having questions is a good thing.</li> <li>Know that the advances in technology have enabled explorers to travel further and explore beyond our familiar/ known environment.</li> <li>Know that Christopher Columbus was a famous explorer in the Tudor times, who is widely believed to have been the first European to discover the Americas.</li> <li>Learn why he travelled and what the impact of his arrival was for both Europeans and the local people.</li> <li>Know that Neil Armstrong was the first human to land on the moon and that this was a breakthrough and that this exploration of space continues to this day, with very little known.</li> <li>Learn that there are areas of our world and beyond that still remain to be explored and that scientists and explorers are still working hard to do so.</li> </ul>							
<b>Activities:</b> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=Gzt2qVR0T6c">https://www.youtube.com/watch?v=Gzt2qVR0T6c</a> (lesson 1 – deep sea exploration)</li> <li><a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</a> (Christopher Columbus)</li> <li><a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr</a> (Neil Armstrong)</li> <li><a href="https://www.bbc.co.uk/newsround/56122698">https://www.bbc.co.uk/newsround/56122698</a> (Mars Rover touchdown)</li> </ul>							

Learning intentions	Tasks
<u>Week 1</u> <ul style="list-style-type: none"> <li>To understand that what we know about our world is based on the knowledge, exploration and experiences of previous generations.</li> <li>To understand that we often hypothesise and guess about the unknown.</li> <li>To refine our understanding of the unknown through exploration.</li> </ul>	<p>Why do we explore?</p> <ul style="list-style-type: none"> <li>Show the children the excerpt of the deep-sea exploration without explaining what is happening and without sound.</li> <li>Use the clip to discuss what might be happening. Where they are going? What they are doing? What the risks are and why they might be doing it.</li> <li>Explain that humans have always explored the world around them and that we learn about our world and beyond as a result of exploration.</li> <li>Ask the children to name any explorers or places that humans have discovered.</li> <li>Children investigate places that can be explored – what might you find there?</li> </ul>
<u>Week 2</u> <ul style="list-style-type: none"> <li>To know about the lives of significant individuals in the past who have contributed to national and international achievements- Christopher Columbus</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use world maps, atlases and globes to identify countries, continents and oceans.</li> <li>Use simple compass directions.</li> </ul>	<p>Explorers of the past – Christopher Columbus</p> <ul style="list-style-type: none"> <li>Show the children a picture of Christopher Columbus. Can they identify that he lived a long time ago? Do they know that he was an explorer?</li> <li>Use BBC Bitesize video to introduce the children to Christopher Columbus and his exploration and 'discovery' of the Americas.</li> <li>Show the children a Tudor map of the world – can they identify any landmasses? Are any very unfamiliar/missing – compare to a modern map? Why might the Tudor maps be so different? Look at any drawings/illustrations. Why might they be there?</li> </ul>
<u>Week 3</u> <ul style="list-style-type: none"> <li>To know about the lives of significant individuals in the past who have contributed to national and international achievements- Christopher Columbus</li> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use world maps, atlases and globes to identify countries, continents and oceans.</li> <li>Use simple compass directions.</li> </ul>	<p>Explorers of the past</p> <ul style="list-style-type: none"> <li>Use a map/digimap to show the journey Christopher Columbus took and the time the voyage took.</li> <li>Look at the advantages and disadvantages of his discovery.</li> <li>Talk about the discoveries that were made during early exploration e.g. potatoes, tobacco, corn, tomatoes, and that Europeans imported illnesses, animals and other products. Learning about the benefits and disadvantages of exploration.</li> </ul>
<u>Week 4</u> <ul style="list-style-type: none"> <li>To know about the lives of significant individuals in the past who have contributed to national and international achievements- Neil Armstrong.</li> <li>To identify key significant historical events and people.</li> </ul>	<p>Explorers of the near past</p> <ul style="list-style-type: none"> <li>Show the children a picture of Neil Armstrong. Can they identify when he lived? Do they know that he was an explorer? Do they know where he is from and where he went?</li> <li>Use BBC Bitesize video to introduce the children to Neil Armstrong and the moon landing.</li> <li>Explore the space race, why it was important and who was involved.</li> <li>Explore the technological difficulties that had to be overcome in order to be successful.</li> </ul>

<p><u>Week 5</u></p> <ul style="list-style-type: none"> <li>To understand that through exploration there are discoveries and inventions; human innovation and technological advances extends our ability to explore.</li> <li>To understand that the technology of exploration evolves and improves through an iterative process.</li> </ul>	<p>Explorers of the near past</p> <ul style="list-style-type: none"> <li>Look at how technology evolved to allow Neil Armstrong to successfully land on the moon – Sputnik, Liaka (the first dog in space), Yuri Gagarin (first human in space), Neil Armstrong.</li> <li>Explain and discuss how we learnt from each one and that we are still learning because there is still much to explore in space.</li> <li>Explain that space exploration has continued; that we have the ISS, space shuttles that are reusable, mars rovers etc. That we are still learning from each of these inventions.</li> <li>Show the children a selection of products that have come from the exploration of space e.g. infrared ear thermometers, artificial limbs, tempur foam etc.</li> </ul>
<p><u>Week 6</u></p> <ul style="list-style-type: none"> <li>To encourage children to consider exploration and ask their own questions about our world and beyond to further their understanding and knowledge.</li> </ul>	<p>Exploring now and in the future</p> <ul style="list-style-type: none"> <li>Share with the children a selection of recent discoveries e.g. sound from the Mars, exploration of Saturn’s rings, soil samples from Mars.</li> <li>Lead the children to understand that there is still much to explore in space and on our own planet.</li> <li>Children to think about places they would like to explore and what they might like to find out.</li> <li>Suitcase activity – what tools/ equipment would you put into your suitcase if you were going to your chosen place.</li> </ul>

<p><b>Key vocabulary:</b> Explore, exploration, explorer, innovation, technology, known, unknown, continent, country, Americas, discovery, space, moon, names of planets, rocket etc.</p>	<p><b>Cross curricular links</b> (may link to year before / after within other subjects) English – diary writing</p>
<p><b>Resources:</b> (already in school) Books about space</p>	<p><b>Resources:</b> (may need) AR technology Books about Christopher Columbus Tudor maps of the world Small world models - space theme – <a href="#">deAO 44 Pieces Astronaut Space Ship Shuttle Rocket Pretend Play Set with Aerospace Control Centre and Accessories Included - Educational Toys for Kids</a></p>