

# Intrepid Explorers : History : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the travels of Ibn Battuta.	In this first lesson, children journey back over 700 years ago to find out about the travels of Ibn Battuta. They will discover some of the places he travelled to, the people he met and the things he saw. You can choose to turn your classroom into the world that Ibn Battuta explored with a location treasure hunt or through immersive drama activities.	<ul style="list-style-type: none"> <li>• Can children describe some of the places Ibn Battuta travelled to, the people he met and the things he saw?</li> <li>• Do children know that we can find out about the past through stories and written records?</li> <li>• Can children talk about some differences between travel and exploration in the 14th century and travel now?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Fact Cards</li> <li>• Record Sheet 1A/1B/1C</li> <li>• Drama Cards (FSD? activity only)</li> <li>• Chat Mat (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the first voyage of Christopher Columbus.	Children move on to find out about Christopher Columbus, including when and where he lived. They will learn what Columbus set out to do by sailing west on his first voyage of exploration and also find out what he achieved. This lesson has a strong focus on oracy and chronology as children are challenged to sequence or retell the events from his first voyage in chronological order.	<ul style="list-style-type: none"> <li>• Can children use vocabulary related to the sequencing and passing of time?</li> <li>• Can children sequence or retell the events of Christopher Columbus's first voyage in chronological order?</li> <li>• Can children discuss how the events of the story may differ if told by the Taino people?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Event Cards 2A/2B</li> <li>• Timeline 2A/2B</li> <li>• Timeline Cards 2A/2B</li> <li>• Map</li> <li>• Voyage Cards (FSD? activity only)</li> <li>• Word Bank (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To compare and contrast sea voyages then and now.	In this next lesson, children find out about the difficult and dangerous work involved with sea voyages during the 15th century. They will find out what it was like to live and work on board the Santa Maria and compare and contrast these experiences with a modern-day ocean liner. Children bring their understanding to life by writing diary entries in role or building a model of the Santa Maria.	<ul style="list-style-type: none"> <li>• Can children describe what a sea voyage was like in the 14th century?</li> <li>• Can children identify the similarities and differences between sea voyages then and now?</li> <li>• Do children understand that we can use information in diaries to find out about the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Diary Entry 3A/3B/3C</li> <li>• Chat Mat 3A</li> <li>• Challenge Cards (FSD? activity)</li> <li>• Information Sheet (FSD? activity)</li> <li>• Notes Sheet (FSD? activity)</li> <li>• Resources including card, string, sheets, shoeboxes, tape and other materials</li> </ul>
<b>Lesson 4</b>	To know about Neil Armstrong and his role in space exploration.	In this lesson, children learn all about Neil Armstrong, including: his early life and career at NASA and his involvement in the Apollo 11 moon landings. Children will use photographs from the Apollo 11 moon landing and use these to consider how Neil Armstrong and the other astronauts might have felt at key points during the mission.	<ul style="list-style-type: none"> <li>• Can children describe the events of the moon landing?</li> <li>• Can children consider how the astronauts felt during the Apollo 11 mission?</li> <li>• Do children understand that people's experience of, or feelings about, the same event can vary?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Moon Landing Cards</li> <li>• Emoticon Cards</li> <li>• Writing Templates 4A/4B (optional)</li> <li>• Fact Cards (optional)</li> <li>• Challenge Card (FSD? activity only, optional)</li> <li>• Tablet (FSD? activity only, optional)</li> </ul>
<b>Lesson 5</b>	To find out how space exploration led to new technology.	Children will look at how the space race and moon landing led to amazing technological advances during the 1950s and 60s. They will come to understand the impact that this technology has on our lives today. Children apply their understanding by discussing and rating the importance of some of these inventions by playing Space Tech Showdown!	<ul style="list-style-type: none"> <li>• Can children explain why the 1960s saw lots of research and development into new technology?</li> <li>• Can children name and describe some of the technology we have today because of space exploration?</li> <li>• Can children describe some of the ways in which space exploration has had an impact on our lives today?</li> </ul>	<ul style="list-style-type: none"> <li>• Record Sheet 5A/5B/5C</li> <li>• Technology Cards</li> <li>• Space Tech Showdown (FSD? activity only)</li> <li>• Showdown Cards (FSD? activity only)</li> <li>• Challenge Card (FSD? activity only, optional)</li> </ul>

<b>Lesson 6</b>	To compare and contrast life in the 1490s and 1960s.	During this lesson, children will compare and contrast what life was like at the time of Christopher Columbus's sea voyages and Neil Armstrong's moon missions. They will use a timeline to establish how far back in the past each time period was before comparing and contrasting aspects of life during the 1490s and 1960s.	<ul style="list-style-type: none"> <li>• Do children know what it means to compare and contrast?</li> <li>• Can children identify and describe similarities and differences between time periods?</li> <li>• Can children sort historical information accurately?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Discussion Cards</li> <li>• Sorting Cards</li> <li>• Sorting Sheet (enlarge to A3)</li> <li>• Venn Diagram (FSD? activity only)</li> <li>• Fact Cards 6A/6B (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To investigate modern explorers.	Children will consolidate what they have found out about Christopher Columbus and Neil Armstrong. Then they will learn about a few more famous explorers and share the information they know about them.	<ul style="list-style-type: none"> <li>• Can children describe some of the ways we explore today?</li> <li>• Can children talk about modern explorers and describe their achievements?</li> <li>• Can children consider the similarities and differences between modern explorers and those who lived further into the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Fact File 7A/7B/7C</li> <li>• Word Bank</li> <li>• Picture Cards</li> <li>• Explorer, Location and Equipment Cards (FSD? activity only)</li> <li>• End of Unit Quiz</li> </ul>

## KS1 Aims and Objectives:

### Objective

- changes within living memory (where appropriate, these should be used to reveal change in national life)
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

### Vocabulary

past, present, then, now, year, today, long ago, remember, within living memory, beyond living memory, generation, parents, carers, grandparents, time period, decade, century, timeline, chronology, chronological order, sequence, intrepid, explorer, Ibn Battuta, Christopher Columbus, Neil Armstrong, change, similar, different, important, significant, daily life, modern, development, technology, caravan, land journey, pilgrimage, space exploration, sea voyage, mission, moon landing, sea exploration, Mars, mountaineering, polar exploration, similarities, differences, evidence, source, artefacts, books, paintings, photographs, diaries, film.

### Aims

- use common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms
- develop an awareness of people, events and changes of the past
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- ask and answer historical questions, using stories and other sources to show knowledge and understanding
- understand some of the ways in which we find out about the past
- identify different ways in which the past is represented

### Teacher notes