

Context

<p>Unit</p>	<p>Who were the greatest explorers?</p>				
<p>Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i></p>	<p>The national curriculum states that in KS1 pupils should be taught about “the lives of significant individuals in the past who have contributed to national and international achievements.” In this unit, children will be applying the locational knowledge learnt in Geography to examine 5 diverse explorers and their achievements. The unit is carefully sequenced to support pupils’ understanding of chronology and the past: Unit 1, ‘My Family History’, focused on changes within living memory; Unit 2, ‘How has WDA changed over time?’ extended pupil’s thinking to cover the last century. This final history unit in year 1 will extend pupils’ understanding of the past, requiring them to look back as far back as the 14th Century with Ibn Bhattut and his achievements. The theme of exploration is built on in Year 2 when children learn about Pocahontas and the conflict between the Native Americans and the English colonists. This unit serves to debunk the potential misconception that famous explorers are all white males and examines the significant achievements of a diverse group of men and women. Children will be introduced to the idea of significance and will be able to justify the significance of each of the explorers studied. The assessment task will require children to justify who, in their opinion, was the greatest explorer and how their achievements impacted society. Children will explore the concepts of power & conflict and how explorers, such as Captain Cook, may not have been received positively by the people he encountered on his travels.</p>				
<p>Skills <i>What skills are taught in this unit?</i> Skills Progression</p>	<p>Significance / Questioning: Ask questions about significant people and events. Chronology: Use everyday language to demonstrate understanding of changes between past and present Use common words and phrases relating to the passing of time Sources: Use different sources to learn about the past</p>				
<p>Vocabulary <i>To be displayed on the working wall</i></p>	<p>Explorer Explore Ibn Bhattut</p>	<p>Discover Equipment Captain Cook</p>	<p>Adventure Trade Roald Amundsen</p>	<p>Achievement Significant Captain Scott</p>	<p>Map Limitations Sunita Williams</p>

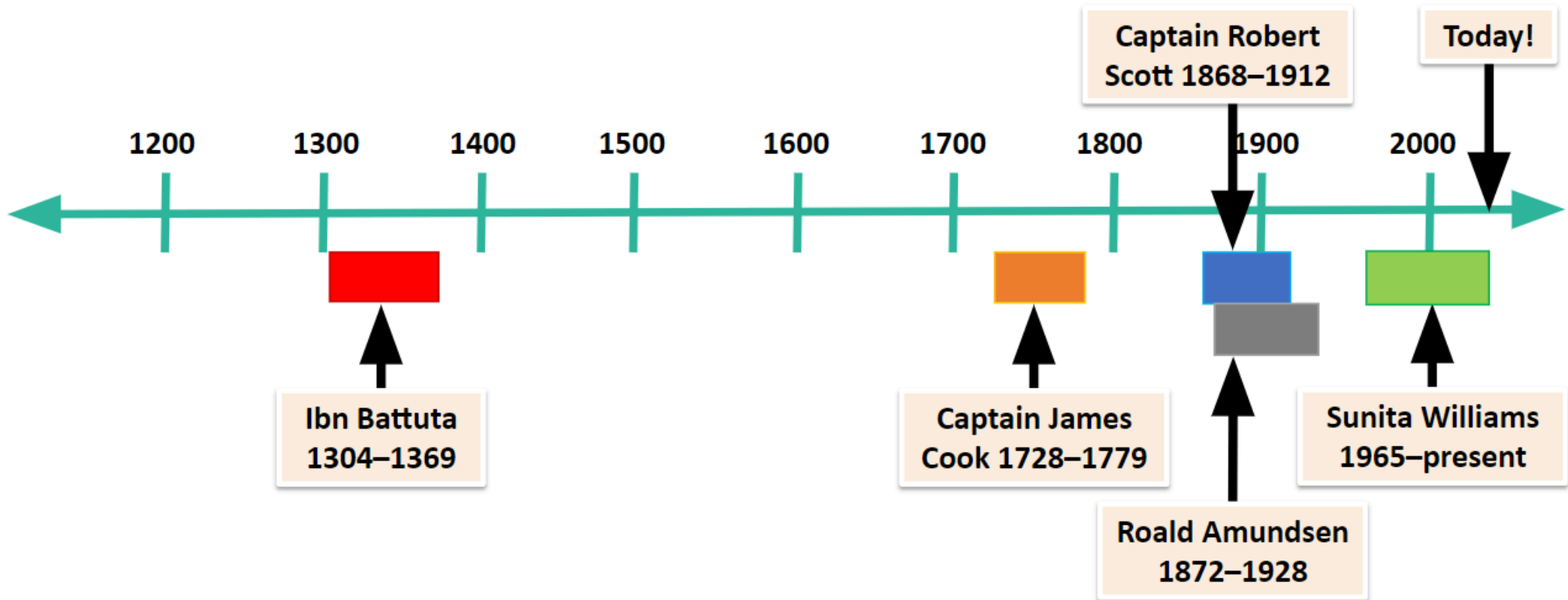
Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	What is an explorer?	To explain the significance of explorers' achievements	Chronology Significance	Diverse group of explorers covered. Misconception addressed that explorers are all white males		
2	Why was Ibn Battuta a great explorer?	To evaluate the significance of Ibn Battuta and his travels To explore the significance of Ibn Battuta and his travels	Chronology Significance	When Ibn was 21 years old, he made first important journey on the Hajj to Mecca. Even though this was a long and difficult journey, Ibn was a Muslim and it was a very important journey for him to undertake. It took him over a year and a half to travel from Morocco to his destination. It is said that he loved this journey so much he didn't want to stop travelling. So rather than returning home, he went on to visit many other places.		
3	Does everyone agree that Captain Cook was a great explorer?	To argue if Captain Cook was a great explorer or not To investigate whether Captain Cook was a great explorer or not	Sources Questioning	Respect for the indigenous populations including the Maori in New Zealand and the Aborigine in Australia		
4	Why did Roald Amundsen win the race to the South Pole?	To compare the achievements of Amundsen and Scott To explore the achievements of Amundsen and Scott	Chronology Sources			
5	What did Sunita Williams do to make her a great explorer?	To explain the significance of Sunita Williams and her achievements To explore the significance of Sunita Williams and her	Significance Chronology Sources	Female explorers		

		achievements				
6	Who is the greatest explorer?					

A timeline showing when our explorers lived

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Lesson 1

Enquiry Question	What is an explorer?			
Learning Intention	To explain the significance of explorers' achievements			
SOLO SC: Uni- Structural	I can identify what an explorer is			
SOLO SC: Multi- Structural	I can describe what an explorer does and explain why it's important			
SOLO SC: Relational	I can evaluate the qualities required to be a great explorer.			
SOLO SC: Extended Abstract	I can reflect on the challenges explorers face			
<p style="text-align: center;">The lesson (How will children meet the LI?)</p>	<p>The aim of this lesson is to introduce the children to a group of diverse explorers and to build upon (and challenge) their prior knowledge of the topic. Children should be encouraged to use appropriate vocabulary when discussing the passing of time in the context of a timeline. Children should leave the lesson with an understanding that explorers have had (and continue to have) a significant impact on societies around the world and the qualities such people may possess. Challenge the children to challenge stereotypes - can explorers be female?</p> <p>Children begin with a low-stakes quiz question. The purpose of this is to encourage children to draw upon their previously learnt knowledge enabling children to remember more over time.</p> <p>Lesson 1 plan</p>			
Key Vocabulary for the lesson	Explorer Map	Discover Equipment	Adventure Trade	Achievement Significant
Resources	Lesson 1 plan Lesson 1 slides	Map Comparison Explorer Images	Explorer Timeline Explorer Fact File	

Lesson 2

Enquiry Question	Why was Ibn Battuta a great explorer?						
Learning Intention	To explore the significance of Ibn Battuta and his travels						
SOLO SC: Uni- Structural	I can identify key events in the life of Ibn Buttata						
SOLO SC: Multi- Structural	I can describe Ibn Battuta’s achievements						
SOLO SC: Relational	I can evaluate the significance of Ibn Battuta and his travels						
SOLO SC: Extended Abstract	I can reflect on whether we can trust the sources from this time in history to be fully accurate						
<p style="text-align: center;">The lesson (What will the children do to demonstrate their understanding of the LI?)</p>	<p>The aim of this lesson is to find out about Ibn Battuta, a muslim explorer. Children should identify what is significant/special about this explorer and the impact he had on society’s knowledge of the world. The unit will also further develop children’s understanding of how we find out about the past. We only have a drawing of Ibn Battuta, how could that lead to inaccuracies? The explorer verbally told a scholar about his travels when he returned, how could that lead to inaccuracies? Historians are not sure if the information in the book is accurate. As he kept no notes or diaries on his journeys, it means that he may have forgotten some of the details, or even added some information into the stories to make them seem more exciting. There is a debate whether some of the journeys even took place, and it looks as if some of the information in the book could have been copied from books about journeys made by other travellers.</p> <p>Children begin with a low-stakes quiz question. The purpose of this is to encourage children to draw upon their previously learnt knowledge enabling children to remember more over time.</p> <p>Lesson 2 plan</p>						
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Explorer</td> <td style="width: 33%;">Discover</td> <td style="width: 33%;">Caravan</td> </tr> <tr> <td>Map</td> <td>Desert</td> <td>Hajj</td> </tr> </table>	Explorer	Discover	Caravan	Map	Desert	Hajj
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Lesson 3

Enquiry Question	Does everyone agree that Captain Cook was a great explorer?			
Learning Intention	To investigate whether Captain Cook was a great explorer or not			
SOLO SC: Uni- Structural	I can identify some of the ways we find out about the past			
SOLO SC: Multi- Structural	I can use sources to retrieve information about the past			
SOLO SC: Relational	I can discuss whether Captain Cook was a great explorer or not			
SOLO SC: Extended Abstract	I can consider an alternative perspective to my argument			
The lesson (How will children meet the LI?)	<p>Concept: Conflict. The aim of this lesson is to consider the impact explorers may have had on the people whose lands they explored, particularly the indigenous populations including the Maori in New Zealand and the Aborigine in Australia. Captain Cook was stabbed to death in 1779 in a dispute with the indigenous people of the Hawaiian islands. Children will examine both sides of the argument in answer to the question: Does everyone agree that Captain Cook was a great explorer? and will reflect on the links between exploration and conflict.</p> <p>Children begin with a low-stakes quiz question. The purpose of this is to encourage children to draw upon their previously learnt knowledge enabling children to remember more over time.</p> <p>Lesson 3 plan</p>			
Key Vocabulary for the lesson	Uncharted Navigation	Botanist Naturalist	Indigenous Pirate	Territory Replica
Resources	Lesson 3 Plan Lesson 3 Slides Captain Cook's travel cards Battuta and Cook comparison			

Lesson 4

Enquiry Question	Why did Roald Amundsen win the race to the South Pole?		
Learning Intention	To explore the achievements of Amundsen and Scott		
SOLO SC: Uni- Structural	I can identify key events in the expedition of Roald Amundsen and Captain Robert Falcon Scott		
SOLO SC: Multi- Structural	I can explain why Roald Amundsen reached the South Pole before Captain Robert Falcon Scott		
SOLO SC: Relational	I can compare the achievements of Roald Amundsen and Captain Robert Falcon Scott		
SOLO SC: Extended Abstract	I can reflect on who was the greater explorer: Amundsen or Scott		
<p>The lesson (How will children meet the LI?)</p>	<p>The aim of this lesson is to use sources, in this case diary entries, to make a conclusion about an event from the past.</p> <p>Children begin with a low-stakes quiz question. The purpose of this is to encourage children to draw upon their previously learnt knowledge enabling children to remember more over time.</p> <p>Lesson 4 plan</p>		
Key Vocabulary for the lesson	Polar Hero	Equipment Expedition	Race South Pole
Resources	Lesson 4 Plan Lesson 4 Slides Captain Scott diary extracts		

Lesson 5

Enquiry Question	What did Sunita Williams do to make her a great explorer?				
Learning Intention	To explore the significance of Sunita Williams and her achievements				
SOLO SC: Uni- Structural	I can identify what Sunita Williams achieved				
SOLO SC: Multi- Structural	I can recall key events from Sunita Williams' life				
SOLO SC: Relational	I can explain the significance of Sunita Williams and her achievements				
SOLO SC: Extended Abstract	I can reflect on why in the past there have been fewer female explorers than male explorers				
The lesson <small>(How will children meet the LI?)</small>	<p>The aim of this lesson is to understand the significance of Sunita's gender when discussing her achievements and the message/impact this has on society.</p> <p>Children begin with a low-stakes quiz question. The purpose of this is to encourage children to draw upon their previously learnt knowledge enabling children to remember more over time.</p> <p>Lesson 5 plan</p>				
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Recent Astronaut</td> <td style="width: 25%;">Space Sunita Williams</td> <td style="width: 25%;">Female Traditional</td> <td style="width: 25%;">Explorer NASA</td> </tr> </table>	Recent Astronaut	Space Sunita Williams	Female Traditional	Explorer NASA
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Resources	Lesson 5 Plan Lesson 5 Slides				

Sunita Williams photo gallery

Lesson 6

Assessment Think! Question	Who is the greatest explorer?				
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary Children complete Think! Question				
Key Vocabulary for the lesson	Recent Memorial	Achievement Significant	Journey Travel	Explore Successful	Dangerous Limitations
Resources	Think! Question	Explorer ratings Key assessment opportunity			