



MEDIUM TERM PLANNING

| Subject | Topic | Year Group | Term | Time Allocation |
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| History | Great Explorers | 2 | Autumn 1 | 12+ hours |
| End of Key Stage objectives: | <p>Pupils should be taught to:</p> <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. • Ask and answer questions, choosing and using 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. • Recall events beyond living memory that are significant nationally or globally. • Understand the lives of significant individuals in the past who have contributed to national and international achievements. | | | |
| End of unit objectives. | <ul style="list-style-type: none"> • I can explain that Joseph banks collected plant and animal specimens. • I can understand Joseph Banks legacy. • I can state who Christopher Columbus is. • I can compare maps from the past and from modern day. • I can explain Christopher Columbus' journey across the ocean and his findings in America. • I can compare life on ships, past and present. • I can say who Matthew Henson is and what he did, • I can clearly state Matthew Henson went to the north Pole in 1909 | | | |


- I can explain who Ranulph Fiennes was and what he did.
- I can detail where Ranulph Fiennes went on his expeditions.
- I can state how long the expedition took.
- I can say who Amy Johnson was and explain her achievement.
- I can articulate Amy Johnsons journey to Australia.
- I can explain attitudes towards women in the 1930s
- I can state what Neil Armstrong did.
- I can name the 2 other astronauts, Buzz Aldren and Michael Collins
- I can explain how the astronauts landed on the moon.
- I can clearly ask and answer questions about Great Explorers.
- I can state the first woman to reach the summit of Mount Everest was.
- I can describe Junko Tabei journey to the summit of Mount Everest.

Note: throughout these lesson children to have a timeline at the start of the unit. When you move onto a new explorer show the children where this fits into their timeline and children could stick a picture of this person on to the timeline of great explorers.

| Lesson Sequence | Time Allocation | Key Question | Teaching Activities | Resources |
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| Lesson 1 | 1 hour | <p>What an explorer is and who Joseph Banks was?</p> <p>Key Vocabulary: Explorer, Travel, Expedition, Empire, Legacy</p> | <p>Show the children lots of different/exotic plants and animals. Use https://www.nhm.ac.uk/discover/joseph-banks-scientist-explorer-botanist.html for information and images.</p> <p>Ask how children think we may of know about these animals hundreds of year ago? We needed explorers to do this. Ask how they may have travelled? Boats (children will say car/plane etc)</p> <p>Go through with the children that Banks persuaded the admiralty to allow him to join</p> | <p>https://www.nhm.ac.uk/discover/joseph-banks-scientist-explorer-botanist.html</p> |

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| | | | <p>an expedition led by James Cook to the South Pacific. In 1768, the crew of HMS Endeavour set out to explore and chart the lands of the South Pacific and record any territory, plants and other resources that might be of use to the British Empire. (you can link in James cook here)</p> <p><u>Banks's legacy</u></p> <p>Approximately 110 new genera and 1,300 new species were named from the specimens Banks collected in his lifetime. Some 75 different species bear his name, as do a group of islands near Vanuatu in the South Pacific, and a peninsula in New Zealand.</p> <p>Children can complete a simple task about Joseph Banks. They could fill in simple sentences about him, such as his name, date of birth what he did, why he did it and his legacy. They could also label and describe some of the lants and animals he found.</p> | |
| Lesson 2 | 1 hour | <p>What did Christopher Columbus achieve</p> <p>Key Vocabulary: Paintings, Achievements, Wealth, Society, Compare, Exploration</p> | <p>Introduce the pupils to Christopher Columbus (Resource 14), who was born in Italy around 1450. Show the children a map of Europe and go over where the UK is and where Italy is. All paintings of Christopher that exist today were painted after he died and based on the memories of members of his family and people who knew and worked with him.</p> | <p>Collins resources 14-23</p> |

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| | | | <p>Ask the pupils why they think no painting was completed of him when he was alive. It was very expensive to commission a painting, as it took a lot of time and expertise to complete. Only the wealthiest people in society would have been able to commission one. At the time of his birth, the map of the known world looked like the one in Resource 15. Print off copies of this map and also the modern-day map of the world in Resource 3. Encourage the pupils to compare and contrast the two maps and to identify the similarities and differences. What is missing? Start to then introduce them to what Christopher Columbus did and what he discovered on his exploration.</p> <p>Children then write a message in a bottle about his journey to the king and queen. It could be like this:</p> <p><i>Dear King Ferdinand and Queen Isabella I am writing this because I am in a terrible storm so I might not make it home again. I wanted to tell you I have discovered "The New Land". I have put a flag in the ground and its now our land. There are lots of people who are now our slaves. There was also lots of gold, silver and jewellery which I hope to give you if we make it back. Yours Sincerely Christopher Columbus</i></p> | |
| Lesson 3 | 1 hour | <p>What is the difference between historical and modern times? Key Vocabulary: Compare, Past, Modern, Changes, Impact</p> | <p>Lesson Based on Plan Bee</p> <p>Recap with the children what they know what they learnt about Christopher Columbus. Today we are going to compare and contrast the life of Christopher Columbus on a ship in comparison to modern day ships.</p> | <p>Plan Bee Intrepid Explorers Lesson 2</p> <p>Sheet on teams resources</p> |


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| | | | <p>We are going to look at food, sleeping, working and direction. GO through each of these slides individual explaining as you go. (Notebook and Differentiated sheets used for this on team)</p> <p>Children then have differentiated sheets comparing the information and sorting it into the correct place.</p> <p>This is linked to: Knowledge and understanding of past events, people and changes in the past: Use information to describe the differences between then and now.</p> | |
| Lesson 4 | 1 hour | <p>What are the achievements of Matthew Henson</p> <p>Key Vocabulary: Black History, Explorer, Achievements, Expeditions, Equality, Successful</p>  | <p>Start the lesson with an image of Matthew Henson on the IWB. Ask children to think about who he is and what he may have done. Now explain to children that Matthew Henson was a black American Explorer who was thought to be the first person to reach the North Pole. Give the children details about Henson's life, especially that he got a job on a ship when he was 12 years old and was taught to read, write and plan routes by the ship's captain. Highlight that in this year most black people were treated unfairly but the Ship's Captain treated Matthew with kindness and equality. Next explain the life of Henson as an explorer. He met a man named Robert Peary and they went on many expeditions but could not reach the North Pole due to the weather conditions and supply issues. Tell the story of Henson and Peary</p> | |

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| | | | <p>finally reaching the North Pole in 1909. Peary claimed he had got there first, however due to injuries, many believed it was Henson who got there first. In 1909, Robert won a gold medal for his achievements in the expedition, but Matthew's contribution was not recognised for many years. He and the rest of the team were given special medals to celebrate their achievement in 1944. Also explain that this expedition wouldn't have been successful without Henson as he has saved Peary's life twice.</p> <p>Childrens task is to write simple sentences detailing the life of Matthew Henson.</p> | |
| Lesson 5 | 1 hour | <p>What are the achievements of Ranulph Fiennes? Key Vocabulary: World Record, Explorer, Knighted, Achievements, Sources, Expedition</p> | <p>Introduce children to the sequence of pictures of Ranulph Fiennes. With the first picture, explain he is famous and is in the Guinness world record book, but what do they think for? Go through the photos asking the children to look for clues. Finding out he is famous because he is a great explorer.</p> <p>Write a fact file based on Ranulph and give feed back questions that link to skills such as:</p> <p>How long ago did Ranulph Fiennes go to the North Pole? How long ago did Ranulph Fiennes go to the South Pole?</p> | <p>Collins Teacher notes</p> <p>Collins Resource 1 – 7</p> |

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| Lesson 6 | 1 hour | <p>What are the achievements of Amy Johnson?</p> <p>Key Vocabulary: Explorer, Expedition, Photographs, Sources, Compare, Attitudes</p> | <p>Show the children a film of Amy Johnson. Can the children work out from the film why she became famous and what her exploring expedition was? Nearly 90 years ago in 1930, she became the first woman in the world to fly solo from England to Australia, a journey of 18,000 kilometres that took her 19 days. Show them this on the map on resource 10.</p> <p>Then move on to show other pictures of women in the 1930s and the type of work they would normally do. Why was it so extraordinary Amy did what she did? Here you can have a discussion with the children about people attitudes to women in the place of work 90 year ago. What do the children think of these attitudes and opinions?</p> <p>Discuss what is similar and different to Amy Johnson and Ranulph Fiennes. Amy loved flying which is why she become a pilot.</p> <p>You can then do an 'opinion ally' where one child is Amy and all the other children are people from the time of 1930. What might people of said to Amy at the time? Things such as:</p> <ul style="list-style-type: none"> • You're a woman you should be at home • You can't do that you're a woman • Women can't fly planes! It is a man's job | <p>Collins Resource 10</p> <p>Speech Bubble resources</p> |
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| | | | <ul style="list-style-type: none"> You will never make it! The plane will crash What if the plane breaks. You can't fix it only a man can <p>Etc. Children then write these up in speech bubbles around a picture of Amy Johnson in their books. (speech bubble worksheet in resources folder in teams)</p> <p>Feedback Task: Why did Amy Johnson become a pilot.</p> <p>This feedback task goes towards the children's skills in Knowledge and understanding of past events, people and changes in the past: Use evidence to explain reasons why people in the past acted as they did.</p> | |
| Lesson 7 | 1 hour | <p>What are the achievements of Amy Johnson?</p> <p>Key Vocabulary: Explorer, Expedition, Photographs, Sources, Success, Achievements</p> | <p>Recap with the children what they have learnt about Amy Johnson. You can do this individually or as a group, using paper or the shout out feature on notebook.</p> <p>Then show the children newspaper clippings from the time Amy Johnson made her solo trip to Australia. Show the children the structures of the newspaper and headlines. Make sure you go over the features of a newspaper.</p> <p>As a class can you come up with some headlines for this amazing story! Give out copies of a fact file about Amy Johnson from twinkl. What sentences could we write at the start of the newspaper report remembering it's a what, when, where</p> | <p>Collins</p> <p>Newspaper report in MTP folder</p> <p>Purple Mash</p> |

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| | | | <p>sentence. Children then create a newspaper using a template.</p> <p>This could be done on purple mash using the blank newspaper template.</p> | |
| Lesson 8 | 1 hour | <p>What was the journey of Neil Armstrong?</p> <p>Key Vocabulary: Sources, Astronaut, Space, Apollo II, Achievement, Expedition</p> | <p>Introduce the pupils to Neil Armstrong (Resource 24) and explain that in 1969 he made a single step forward (this can be demonstrated!) that many people believe was the most important step ever made by any person in the world. Can the pupils think what he might have been doing and where? Why might just one step be so significant to everyone in the world? Allow plenty of time for discussion and speculation. Then introduce the children to more pictures asking them to make sure they are looking at all the clues. Go over what astronauts do. Take a moment here to tell the children that astronauts can be men or women, and in fact Britain's first ever astronaut to go into space in 1989 was a woman, Helen Sharman (Resource 27), who was selected from 18,000 applicants! On 16 July 1969, Neil and two other astronauts, Buzz Aldrin and Michael Collins (Resource 28), were launched into space in a rocket on a mission called Apollo II. Four days later they landed on the Moon. Explain to the pupils that they are now going to see the landing and Neil Armstrong stepping onto the Moon. (watch you tube video at: Neil Armstrong - First Moon Landing)</p> | <p>Collins Teacher notes (Ancillary Question 4: Why was Neil Armstrong's small step also 'a great leap' forward?)</p> <p>Collins Resources 24-32</p> |

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| | | | <p>1969 - YouTube) Children to imagine they are Neil Armstrong. You are going to write a postcard home to your family to describe what you're seeing and feeling.</p> <p>You could use scratch here to create an animation of the rocket taking of and Neil on the moon with lots of speech and facts.</p> | |
| Lesson 9 | 1 hour | <p>What were the expeditions of Junko Tabei?</p> <p>Key Vocabulary: Explorer, Expedition, Himalayas, Everest, Avalanche, Summit</p>  | <p>Introduce the children to Junko Tabei. She was born in Japan in 1939. As a girl she always loved mountains. Over many years this daring pastime for exploring mountains and the world turned in to her profession.</p> <p>She formed a ladies climbing club and they wanted to travel and explore the mountains of the Himalayas. They then went to Everest and were the first ever women to summit mount Everest. Ensure you discuss the 600 local porters that helped them. They even had to deal with an avalanche. It took them 6 months to achieve this.</p> <p>Children write a recount as if they were Junko about her expedition. They could use expanded noun phrases to describe the journey and avalanche.</p> | |
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