

Brough Primary School – Curriculum Intention Plan 2021 - 2022



<p>Subject: History Year Group: Year 1/2</p>	<p>Area of learning: Explorers: Christopher Columbus and Neil Armstrong</p> <p>Historical Enquiry Question: <i>What does it take to be a great explorer?</i></p>	
<p>Links to previous work/Remember when</p>	<p><u>National Curriculum (Year 1)</u></p> <ul style="list-style-type: none"> ● Guy Fawkes & the Gunpowder Plot- 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 (Alexander Graham Bell / Amy Johnson- Brough whole school project Summer 2021). <p><u>Key Skills</u></p> <ul style="list-style-type: none"> ● Historical Enquiry (Y1)- Ask questions about the past. Find answers to simple questions about the past from sources of information e.g. artefacts. Begin to ask questions. ● Historical Enquiry (Y2)- Ask questions about the past. Use a source – observe or handle sources to ask and answer questions about the past on the basis of simple observations. ● Chronology (Y1)- Sequence events in chronological order. ● Chronology (Y2)- Sequence several events or artefacts in chronological order (using a timeline). ● Interpret the past (Y1 & 2)- Identify similarities and differences between ways of life in different periods (250 million years ago and the present day). 	
<p>Term</p>	<p>Year 1/2</p>	<p>Key Skills to be taught</p>
<p>Summer 2022</p> <p>What the children should know at the end of this series of lessons</p>		<p><u>National Curriculum</u></p> <ul style="list-style-type: none"> ● NC- Significant individuals in the past who have contributed to national / international achievements (Christopher Columbus and Neil Armstrong). <p><u>Historical Knowledge</u></p> <p>Christopher Columbus</p> <ul style="list-style-type: none"> ● Christopher Columbus was born in Genoa, Italy, which was a very busy port. His father wove and sold wool, hoping to get rich by selling it to others. ● At the age of 13, young Christopher went to sea, hoping to return home a rich man having sold the family wool. Whilst at sea, he learned about the winds and the tide. He also learned how to find his way by looking at the stars and the Sun. ● Later in his life, Columbus realised that people wanted to begin trading with countries in the east, such as China and India, but nobody was quite sure of the fastest way to get there. Columbus' map reading skills told him that sailing west to China was the best idea, but many people thought that this was a ridiculous idea. He tried to persuade rich people to help him, but they would laugh at his plan. ● Finally, the King and Queen of Spain gave Columbus the money that he needed for ships.

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		<ul style="list-style-type: none"> • Columbus set sail in August 1492 with three ships. Each ship had space for about 30 men. It wasn't a comfortable journey; men had to work in shifts and sleep on the deck. The ships let water in so the men had to work pumps to stop the ships from sinking. • Using a compass, Columbus navigated the way but the journey was taking much longer than anyone had thought. The men got scared because their food and water supplies were running very low. • 36 days after setting sail, an island was spotted in the distance. Columbus named the island San Salvador; it was an island in the Bahamas. • Christopher explored this new world which became known as the 'New World'. There were people living on the islands. At first, they were pleased to meet the explorer but weren't very happy when Columbus claimed the islands for Spain. He also took some of the native people back with him. • On the journey back to Spain, one of the ships hit a reef and was wrecked. The other two ships made it home safely. Columbus went back to save his men but by that time, they had all died. Spain now ruled over the islands which he discovered. • Columbus returned a number of times and eventually found South America. • He died in 1506. <p><u>Neil Armstrong</u></p> <ul style="list-style-type: none"> • Neil Armstrong was a famous American astronaut. He is famous for being the first man on the moon. • He was born in 1930. He worked for the United States Navy and then became a test pilot at a High-Speed Flight Station. • In 1962 he was chosen to train to be an astronaut and became the commander of the 'Gemini 8' mission. The plan was for two spaceships to dock (connect together) in space, but the mission failed. • On December 23, 1968, Neil Armstrong was offered the chance to command the space mission Apollo 11. This would be the first manned landing on the moon. • On 16th July 1969, after months of practice and preparation, the Apollo 11 spacecraft launched on its mission to the moon. • The ship landed on the moon on 20th July 1969. • Neil Armstrong stepped onto the moon first. Buzz Aldrin stepped out 19 minutes after him. Michael Collins stayed in the command module. • They landed in a place called the 'Sea of Tranquility' (a piece of flat land on the moon, between mountains, not sea). • Neil Armstrong and Buzz Aldrin spent about 2 hours collecting rocks and soil to bring back to Earth. They also left a United States of America flag. • He stepped out onto the moon's surface on 21st July 1969 and said, "That's one small step for man, one giant leap for mankind." • The astronauts arrived back on earth on July 24th 1969. • After Apollo 11, he decided that he would not fly into space again, and decided to teach at a university. • In 1985, Armstrong went on an expedition to the North Pole. Neil Armstrong said he wanted to see what it looked like from the ground, as he had seen it only from the moon. • He died in 2012 in Ohio, USA.
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	<p><u>Historical Concepts</u></p> <p><u>Handling Evidence-</u> Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</p> <p><u>Historical Enquiry-</u> Ask and answer questions about the past on the basis of simple observations.</p> <p><u>Chronology-</u> Sequence events or artefacts in chronological order (using a timeline).</p> <p><u>Historical Significance-</u> Understanding why people may be considered historically significant today.</p>
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Vocabulary

Explorer, explore, exploration, pioneer, compass, brave, determined, famous, journey, discovery, travel, astronaut, navigator, sailing, route, expedition, mainland, ocean, island, America, Christopher Columbus, commander, space travel, Moon, Apollo 11, Lunar Module, mission, pilot, NASA, voyage, Neil Armstrong, Buzz Aldrin, Michael Collins, giant leap, mankind, similarities, difference,

Sequence of learning	Objectives and teaching sequence
1	<p>i). <u>Historical Enquiry-</u> <i>Ask and answer questions about the past on the basis of simple observations.</i></p> <p><i>Key Questions: What does an explorer do? What would I like to know about explorers?</i></p> <p>Unit Hook- https://www.youtube.com/watch?v=R-K9N_mF-hk</p> <p>As the children come into the classroom, play the explorers music in the background to set the scene and create excitement.</p> <p>Ask the children to look at the portraits displayed around the classroom: Who are they? Why do you think they might be important? What are they wearing? Does that give us any clues? (Astronaut suit, warm clothes, pilot/aviation clothing etc.)</p> <p>Now show them additional photos of (moon, rocket, ship, map, Antarctica, North Pole, compass, globe etc) and tell them that these are clues as to who the people in the photos are.</p> <p>Discuss and get children's feedback (steer thoughts towards exploring, travelling, discovering etc.)</p> <p>Complete 'What I know' and 'What I want to know' activity.</p>
2	<p><u>Chronology-</u> Sequence events or artefacts in chronological order (using a timeline).</p> <p><u>Handling Evidence-</u> Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</p>

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	<p><i>Key Question: Why do we remember Christopher Columbus?</i></p> <ol style="list-style-type: none"> 1. Find out about the life of Christopher Columbus using a timeline of events within his life. 2. *Geography link- Use a world map to track his journeys. <p>Useful Website: https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</p>
3	<p>Chronology- Sequence events or artefacts in chronological order (using a timeline).</p> <p>Handling Evidence- Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</p> <p><i>Key Question: Why do we remember Neil Armstrong?</i></p> <ol style="list-style-type: none"> 1. Find out about the history of space travel (1900s - 2000s) using timeline PowerPoint (Neil Armstrong folder). 2. Find out about the life of Neil Armstrong- particularly his participation in the first moon landing (1969). <p>Useful Website: https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr</p>
4 & 5 (including assessment task)	<p>Historical Significance: Understanding why people may be considered historically significant today.</p> <p><i>Key Question: What was so important about Neil Armstrong's and Christopher Columbus' journeys?</i></p> <ol style="list-style-type: none"> 1. Locate where each individual came in world history (Who was alive first?) 2. Compare achievements of both individuals and why they are of significance today. <p>ASSESSMENT TASK- See below</p>

Learning Outcome/product

Children showcase their knowledge and understanding of the achievements of **one** significant explorer (Neil Armstrong or Christopher Columbus). Children include key characteristics of how to be a good explorer (brave, determined, strong, patient etc.)

Possible ideas:

- **Neil Armstrong-** Fact file on the back of a rocket or onto a space boot template.

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- **Christopher Columbus-** Paper plate 'New World' (crayon / felt tip coloured) with facts on the back of the plate about the life and achievements of Christopher Columbus.



Assessment records	List only those children who have not achieved the expected outcomes.

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Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

What does it take to be a great explorer?