






















Brough Primary School – Curriculum Intention Plan 2023 - 2024



<p>Subject: History</p> <p>Year Group: Year 1/2</p>	<p>Area of learning: Explorers- Neil Armstrong & Christopher Columbus</p> <p>Enquiry Question: <i>What does it take to be a great explorer?</i></p>														
<p>Links to previous work/Remember when</p>	<p>Spring Term 2024 NC- <i>Events beyond living memory</i> that are significant nationally or globally- (a dinosaur planet).</p>														
<p>Term</p>	<p>Key Skills to be taught</p>														
<p>Summer 2024</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"> • <i>Significant individuals in the past who have contributed to national / international achievements.</i> <p><u>Historical Skills</u></p> <table border="1" data-bbox="467 857 1364 1014"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Chronology</p> <ul style="list-style-type: none"> • Order events or artefacts in chronological order (using a timeline) <p>Sources of Evidence</p> <ul style="list-style-type: none"> • Use primary sources to learn about significant historical events. • Find answers to simple questions about the past using a variety of sources. <p>Similarities & Differences</p> <ul style="list-style-type: none"> • Identify and describe a range of similarities, differences and changes within a specific time period. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Ask and answer questions about the past. • Choose and use parts of stories and other sources to show that they know and understand key features of events. <p>Analyse and Evaluate the Past</p> <ul style="list-style-type: none"> • Consider what we can learn from a historical event, individual or period of history (evaluate). <p>Historical Significance</p> <ul style="list-style-type: none"> • Understanding why people may be considered historically significant today. 	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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Vocabulary

Explorer, brave, determined, journey, discovery, travel, astronaut, navigator, sailing, route, expedition, Christopher Columbus, Apollo 11, mission, NASA, voyage, Neil Armstrong, similarity, difference.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p>Learning Objective: To record what an 'explorer' might do. To record anything I already know about Neil Armstrong or Christopher Columbus. To consider what I would like to find out (asking questions about the past).</p> <p>Key Knowledge: Explorer- A person who travels to places where no one has ever been to learn about them.</p> <p>Neil Armstrong was an explorer of space (first man on the moon) and Christopher Columbus was an explorer of the seas (finding 'The Americas').</p> <p>Enquiry Type: Historical Enquiry</p>	<p>Recap- Dinosaurs (Spring term 2024) What was planet Earth like when dinosaurs roamed free?</p> <ul style="list-style-type: none"> • What is an explorer? • Do you know why we remember these two men? (Christopher Columbus and Neil Armstrong). • Do you think these men were from the same time period? • What would you like to know about these explorers? <p>Unit hook- A range of artefacts / images to be displayed around the room to get the children to begin to ask questions about the new unit of work (what an explorer is and who we will be focusing on- Christopher Columbus and Neil Armstrong).</p> <p><i>Children record what they already know and what they would like to know in future lessons.</i></p>
2	<p>Learning Objective: To order events chronologically and begin to ask questions about the life of Christopher Columbus.</p> <p>Key Knowledge: Christopher Columbus was born in Italy, 1451 (over 500 years ago).</p> <p>Columbus wanted to travel to China and India (The Indies).</p>	<p>Recap- What is an explorer? Who are we going to be learning about?</p> <p>Christopher Columbus (part one)</p> <ul style="list-style-type: none"> • When did Christopher Columbus live? • When did Columbus begin to explore the world? • Where did Columbus want to explore and how was he going to do this? <p><i>Children record early events within the life of Christopher Columbus (images on a timeline- to be added to next lesson).</i> <i>Children find out about the three different ships used on the journey to 'The Indies'.</i></p>

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	<p>The Indies were in the east, but Columbus thought it would be quicker to go west, around the world.</p> <p>It was a journey into the unknown and the King of Spain paid for three ships- Pinta, Nina and Santa Maria.</p> <p>Enquiry Type: Chronology Historical Enquiry</p>	
3	<p>Learning Objective: To order events chronologically and begin to ask and answer questions about the achievements of Christopher Columbus.</p> <p>Key Knowledge: In 1492, Columbus set sail and a few months later he thought he had reached the Indies (he had actually found new lands called the Americas).</p> <p>The King of Spain was happy and Spain sent soldiers to take over these new lands (taking people's treasures- people were treated cruelly).</p> <p>Some people say Columbus was a brave hero and others say his discovery caused misery for the people where he travelled.</p> <p>Enquiry Type: Chronology Historical Enquiry</p>	<p>Recap- When was Christopher Columbus born? Where did Columbus want to explore and how was he going to do this?</p> <p>Christopher Columbus (part two)</p> <ul style="list-style-type: none"> ● What happened after a few months of the voyage? ● Where did Columbus actually discover? ● What happened in the Americas? ● Why did Columbus become famous? Hero or villain? <p><i>Children plot the journey Columbus took to the Americas (Geography- mapping link).</i> <i>Children record further events within the life of Christopher Columbus (images on a timeline- same timeline as last lesson).</i></p>

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<p>4</p>	<p>Learning Objective: To order events chronologically (using a timeline). Use primary sources to learn about significant historical events (moon landing, 1969). Find answers to simple questions about the past, using a variety of sources.</p> <p>Key Knowledge: He was born in 1930 (over 90 years ago- after Christopher Columbus). Neil Armstrong was a famous American astronaut. He was the first man to ever walk on the moon (mission Apollo 11). Neil famously said, <i>"That's one small step for man, one giant leap for mankind."</i></p> <p>Enquiry Type: Chronology Historical Enquiry Sources of evidence</p>	<p>Recap- Where did Christopher Columbus actually discover? Do all people believe that Christopher Columbus was a brave hero?</p> <ul style="list-style-type: none"> • When was Neil Armstrong alive? Was this before or after Christopher Columbus? • What sort of explorer was Neil Armstrong? • What was Neil famous for saying? • Why is Neil Armstrong remembered? <p><i>Children find out about the life of Neil Armstrong and order events chronologically (timeline ordered as a class).</i> <i>Children consider the achievements of Neil Armstrong and why these are considered significant (first man to ever walk on the moon). Use a variety of sources (photographs, video clips, interviews etc.)</i></p>
<p>5</p>	<p>Learning Objective: To identify and describe similarities and differences between individuals from the past. To understand why people may be considered historically significant today.</p> <p>Key Knowledge: Both individuals were explorers (they travelled to unknown places to find out more).</p>	<p>Recap- What do you know about Neil Armstrong? What did he explore for the first time?</p> <ul style="list-style-type: none"> • What is the same about the explorers? • What is different about the explorers? • Why are the achievements of Christopher Columbus so significant? • Why are the achievements of Neil Armstrong so significant? <p><i>Children record some similarities and differences when comparing Christopher Columbus and Neil Armstrong (i.e when achievements occurred, details of what these were and why they are considered significant today).</i></p>

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	<p>One explorer was a sailor (CC- at sea) and one explorer was an astronaut (NA- in space).</p> <p>CC- significant because he found 'The Americas' for the first time.</p> <p>NA- significant because he was the first ever man to walk on the moon.</p> <p>Enquiry Type: Similarities & Differences Historical Significance</p>	
6	<p>Learning Objective: To demonstrate what has been learnt about explorers and consider what it takes to be a great explorer (what we can learn from Christopher Columbus and Neil Armstrong).</p> <p>Enquiry Type: Analyse and Evaluate the Past</p>	<p>ASSESSMENT LESSON</p> <p>Children showcase the knowledge they have about explorers- Christopher Columbus and Neil Armstrong.</p> <p>Children consider key characteristics of how to be a great explorer (<i>brave, determined, strong, patient etc.</i>)</p>

Learning Outcome/product

What does it take to be a great explorer?

Children will know what an explorer might need to do.

Children will be able to describe the achievements of Christopher Columbus and Neil Armstrong (why they are considered significant today).

Children will consider key characteristics of how to be a great explorer.

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