

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History	Year: KS1 Year B
NC/PoS: Lives of significant individuals – Explorers Christopher Columbus, Ellen MacArthur and Neil Armstrong	
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none">• Children understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain•	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• Children can place the explorers in chronological order• Children know an explorer is someone who explores an area that is not known• Children know Ellen McArthur is significant because she set a world record for the fastest solo voyage around the world• Children know Neil Armstrong is significant because he was the first person to step on the moon• Children know Christopher Columbus is significant because many of the foods we eat today were first transported from the Americas on his voyages• Children can describe some simple similarities and differences between MacArthur and Columbus' voyages.	
Key Vocabulary explorer, explore, beyond living memory, voyage, discovery, trade, significant, nationally, globally, transported, living memory	
Enquiry question: <u>Why are explorers significant?</u>	
Session 1: <u>What is an explorer?</u> Share definition of an explorer - a person who explores an area that is not known. Ask the children if they know any famous explorers and if so what they did. Share with children a list of famous explorers –Tenzing Norgay & Sir Edmund Hillary, Roald Amundsen, Captain James Cook and Marco Polo. Share with children what each of these people are famous for: <ul style="list-style-type: none">• Tenzing Norgay & Sir Edmund Hillary – First two people to climb Mount Everest.• Roald Amundsen – First person to reach the South Pole.• Captain James Cook – First European to find Australia.• Marco Polo – One of the first Europeans to visit China. Map work – Children to label the continents and place on pictures of each of the above explores showing the places they explored. Tell children they are going to learn about Christopher Columbus, Neil Armstrong, and Ellen MacArthur. Vocab: explorer, explore	
Session 2: <u>Why is Ellen MacArthur famous?</u> Show the children a picture of Ellen MacArthur. Recap/ introduce 'living memory' Introduce the term voyages and explain its meaning - a journey especially by water to a distant or unknown place. Tell or investigate Ellen's journey using map work Use a wider timeline to put into context - Ellen is a modern living person unlike Columbus who lived hundreds of years ago. Discuss why Ellen is significant nationally/ globally Vocab: living memory	
Session 3: <u>Why did we go to the moon?</u> Introduce the idea of the space race between the USSR and USA. Explain that it was due to this that the USA decided to put a man on the moon.	

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Take children through the key events in the space race.

Neil Armstrong

Introduce Neil Armstrong including information about his early life and up to returning to Earth as a hero.

Discuss why Neil Armstrong is significant globally

Vocab: living memory

Session 4: **Why is Christopher Columbus famous?**

Show the children a picture of Columbus and explain he lived over 650 years ago – explain this is a painting as photographs hadn't been invented when Columbus was alive.

Recap/ introduce 'beyond living memory'

Use a wider timeline to put into context by saying he was born 200 year before the Great Fire of London.

Tell or investigate the voyages that Columbus took that made him famous including dates names of the three ships, who funded them and places he visited.

Map work - showing his 4 voyages

Vocab: beyond living memory, voyage

Session 5: **Why is Christopher Columbus significant?**

Explain/recap that the discovery of the New World (places Columbus visited) had a big impact on the Europeans including the British.

Explain the discoveries brought lots of change to the world including gold, new colonies (places to live) and the spread of Christianity.

Explain to the children that this did impact the indigenous people from these countries – slavery, resources taken from their countries and ways of life changed

Explain that one of the benefits was food.

Tell or investigate foods found in Europe and foods found in the Americas?

Foods discovered: Pineapple, chocolate, potato, tomato, squash (pumpkin), avocado, turkey, corn, vanilla, peanuts, green beans, sweet potato and peppers.

Discuss why Columbus is significant nationally/ globally

Vocab: discovery, trade, significant, nationally, globally, transported

Future learning this content supports:

- Ibn Battuta (comparison) – KS1
- Lewis Carroll (Significant people in locality) – KS1