

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History	Year: KS1 Year B
NC/PoS: Lives of significant individuals – Explorers Ibn Battuta	
Prior Learning (what pupils already know and can do) <ul style="list-style-type: none">• Children know an explorer is someone who explores an area that is not known• Children know Christopher Columbus is significant because many of the foods we eat today were first transported from the Americas on his voyages• 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	
End Points (what pupils MUST know and remember) <ul style="list-style-type: none">• Children can place Ibn Battuta on a timeline alongside other explorers which they have learnt about• Children know Ibn Battuta was from Morocco and is a significant person in Morocco• Children know we know about his travels because they were recorded• Children know we remember significant people in different ways including statues, names of buildings etc• Children can describe simple similarities and differences between past and present ways of life from his stories (postal service and diving equipment).	
Key Vocabulary explorer, explore, beyond living memory, importance, culture, discovery, trade, significant, nationally, globally, transported, remembrance	
Enquiry question: How important was Ibn Battuta as an explorer?	
Session 1: Who is Ibn Battuta? Recap what an explorer is and what we know about explorer focusing on Christopher Columbus. Introducing Ibn Battuta and look at a picture of Ibn Battuta (he is on the stamp of Morocco) Place Ibn Battuta on the timeline alongside other explorers which the children have learned about - over a hundred years before Columbus Tell the children that Ibn Battuta's journey originally began as he undertook the Haj to Mecca. Explain the importance of the Haj to Ibn Battuta which took him from Morocco to Mecca in 16 months. Map work - Use a map to locate some of the places he travelled to Look at pictures of some of the landscapes which Ibn Battuta travelled through. E.g. desert, mountains, flat plains, forested regions, jungles Compare his journey to Christopher Columbus' Vocab: beyond living memory, importance	
Session 2: What did he see and eat on his travels? Explain Ibn Battuta visited many countries and encountered different ways of life. Select some excerpts from the story of his travels and tell the children these are sources of evidence. Show images of items such as pearls, camels, caravans and tell them the meaning of vocabulary such as merchant and sultan before reading. Encourage the children to recount what he saw. <ul style="list-style-type: none">• Pearl Fisheries in the Arabian Gulf• Barid postal service in India• Silk and porcelain production in China• Old trade routes with other merchants to reach the Kingdom of Mali	

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Prompt children to look for similarities and differences between past and present ways of life.

Vocab: sources, culture, merchant,

Session 3: **Why is Ibn Battuta remembered?**

Tell the children that Ibn Battuta dictated the story of his life when he returned home after nearly 30 years travelling.

Talk with the children about the different ways in which people are remembered.

Look at different ways in which Ibn Battuta's life has been remembered - stamps with Ibn Battuta's profile from Morocco, the Democratic Republic of North Korea; Ibn Battuta's shopping mall in Dubai; Ibn Battuta airport in Tangier; Ibn Battuta crater on the moon; film about his life.

Vocab: Remembrance

Session 4:

Children to compare his achievements with other significant explorers living in different periods of time and exploring different areas of the world and space.

Vocab:

Future learning this content supports:

- Significance in KS2