

ADVENT TERM 2 – CYCLE A

HISTORY – Year 2 and Year 1 - Medium Term Planning – EXPLORERS AND EXPLORATION

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
Recap & retrieval: A timeline is a display of events, people or objects in chronological order. (Recap Y1)	Recall & retrieval: - A timeline can show different periods of time, from a few years to millions of years. - Christopher Columbus was the first explorer to start regular travel from Europe to the Americas.	Recall & retrieval: - A timeline can show different periods of time, from a few years to millions of years. - Christopher Columbus was the first explorer to start regular travel from Europe to the Americas. - Christopher Columbus wanted to be rich and famous. He knew he could make money by selling gold, silk and spices from India, China and Japan.
LEARNING INTENTION: To know that a timeline is a display of events, people or objects in chronological order. (Y1 recap) To know that Christopher Columbus was a famous Italian explorer. Skills: Disciplinary Knowledge Year 1 Sequence events and 3- 4 artefacts from different period of time. Identify and match aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Year 2 Sequence independently on an annotated timeline a number of objects or events, periods, society and people. Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Aim: To know and understand significant aspects of the history of the wider world and the achievements of humankind.	LEARNING INTENTION: To know that Christopher Columbus’ motivation as an explorer was to find a new trading route. Skills: Disciplinary Knowledge Year 1 Begin to identify relevant causes for some of the key events covered. Identify and match aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Year 2 Confidently identify several relevant causes for some of the key events covered. Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid	LEARNING INTENTION: To know that life on board Christopher Columbus’ expeditions was harsh. Skills: Disciplinary Knowledge Year 1 Identify and match aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Year 2 Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Aim: To know and understand significant aspects of the history of the wider world and the achievements of humankind.

	questions and create their own structured accounts, including written narratives and analyses.	
Key Vocabulary: significant, explorer, century, timeline, chronological order, decade, millennia	Key Vocabulary: Motivation, expedition, trade, route, voyage, goods, slavery	Key Vocabulary: Expedition, harsh, crew, scurvy, disease, biscuit, caravel, carrack, rigging, sail
Key Knowledge: Child: - A timeline can show different periods of time, from a few years to millions of years. - Christopher Columbus was the first explorer to start regular travel from Europe to the Americas. - He was not the first person to discover the Americas. Teacher: - Christopher Columbus was born in Genoa, Italy in 1451 and died in 1506. - His father wanted him to take over the family wool weaving business but he wanted to be a sailor. He began working on ships when he was a teenager.	Key Knowledge: Child: - Christopher Columbus wanted to be rich and famous. He knew he could make money by selling gold, silk and spices from India, China and Japan. - He thought he could find a quicker way to the Indies. Teacher: - These three countries were called the Indies. - Christopher Columbus set sail in August 1492 when he was 41 years old. They sailed west across the Atlantic Ocean. The journey took more than two months. Christopher Columbus thought he had arrived in the Indies but he was really in the Americas. - He took back some things that no one in Europe had seen before, such as pineapples and tobacco. - Christopher Columbus became rich and was a hero. He was made the leader of the new lands he had found. - He went on three more voyages to the Americas and brought back some more new things, such as parrots, corn and chocolate - He took Christian priests to talk to the people who already lived in the Americas. - These people were called the Taíno. He also brought back some of the Taíno to sell as slaves. This did not make him very popular.	Key Knowledge: Child: - He set sail on August 3, 1492, with three ships. The ships were named the Santa Maria, Niña, and Pinta. - Niña and Pinta could hold about 20 people and did not have much storage or cargo space. The crew often slept on the deck unless the weather was bad. - The sailors ate stew made from salt, meat, and bones. They did not eat many fruits and vegetables, and that caused many to suffer from a disease called scurvy. - For food to last at sea, it needed to be dry. - The biscuits would become damp and full of maggots. Teacher: - Columbus needed funds for his exploration, so the King and Queen of Spain gave him money to buy ships. - The Niña and the Pinta were ships called caravels. - Caravels were small, sleek, and known to be fast. They were also easy to manoeuvre. - The Santa Maria was the flagship of the journey. The flagship is the lead ship of a voyage. - The Santa Maria was a larger and bulkier cargo ship known as a carrack.

		- Scurvy occurs when there is a severe lack of Vitamin C in someone's diet. - The sailors would constantly adjust the rigging, trim the sails, inspect for leaks and plug them with spongy scraps of old rope called oakum. - They ate dried and salted anchovies and cod, pickled or salted beef and pork, dried grains like chickpeas, lentils and beans, and hardtack biscuits.
Diversity Links: Male and female explorers through the ages, including space travel. Black explorers.	Diversity Links: Link to slavery issue (revisited in Y6) and the moral ethics.	Diversity Links:
Scaffolding:	Scaffolding:	Scaffolding: https://www.history.com/news/christopher-columbus-ships-caravels
Learning Task: Learn and discuss the meaning of vocabulary including words such as explorer, significant, discovery, voyage and expedition. Look at pictures of different explorers. (Christopher Columbus, Amy Johnson , Neil Armstrong, James Cook, Marco Polo, Sir Francis Drake, Isabella Bird, Roald Admundsen, Helen Sharman, Matthew Henson). Draw the children's attention to the dates on each card, using historical vocabulary to discuss the century or decade the person lived. Challenge the children to work with a partner to complete the Significant people timeline template , ordering the people according to their date of birth. Invite the children to share and compare their timelines and answer questions about the chronology of the significant people. Model the correct placement and allow the children to address any mistakes.	Learning Task: Revisit vocabulary learned in previous lessons, including words such as explorer, significant, discovery, voyage and expedition. Explain to the children that they will be taking a deeper dive into the life and impact of one significant explorer, Christopher Columbus. Display the Christopher Columbus picture cards and ask the children to share any knowledge they already have about this explorer. Encourage them to use the images to make deductions about the man and the period in which he lived. Distribute the Christopher Columbus information pack and challenge the children to read the information and discuss or give written responses to the questions.	Learning Task: Learn about life on board of one of the ships on Columbus' exploration. Learn about the jobs, the crowding, food eaten, and the effects of disease. Use of pictures, accounts, artwork, drama. Write about different aspects.
Extension:	Extension:	Extension:

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LESSON 4	LESSON 5	LESSON 6
Recall & retrieval: - A timeline can show different periods of time, from a few years to millions of years. - Christopher Columbus was the first explorer to start regular travel from Europe to the Americas. - Christopher Columbus wanted to be rich and famous. He knew he could make money by selling gold, silk and spices from India, China and Japan. - Sailors did not eat many fruits and vegetables, and that caused many to suffer from a disease called scurvy.	Recall & retrieval: - A timeline can show different periods of time, from a few years to millions of years. - Christopher Columbus was the first explorer to start regular travel from Europe to the Americas. - Christopher Columbus wanted to be rich and famous. He knew he could make money by selling gold, silk and spices from India, China and Japan. - Sailors did not eat many fruits and vegetables, and that caused many to suffer from a disease called scurvy. - She was the first woman to fly solo from England to Australia in 1930 and set a string of other records throughout her career.	Recall & retrieval: - A timeline can show different periods of time, from a few years to millions of years. - Christopher Columbus was the first explorer to start regular travel from Europe to the Americas. - Christopher Columbus wanted to be rich and famous. He knew he could make money by selling gold, silk and spices from India, China and Japan. - Sailors did not eat many fruits and vegetables, and that caused many to suffer from a disease called scurvy. - She was the first woman to fly solo from England to Australia in 1930 and set a string of other records throughout her career. - Amy was determined to be the first woman to fly solo from England to Australia.
LEARNING INTENTION: To know that Amy Johnson was a pioneering English pilot. Skills: Disciplinary Knowledge Year 1 Identify and match aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Year 2 Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Aim: To know and understand significant aspects of the history of the wider world and the achievements of humankind.	LEARNING INTENTION: To know that Amy Johnson challenged stereotyping. Skills: Disciplinary Knowledge Year 1 Identify and match aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Year 2 Identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects. Aim: To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting	LEARNING INTENTION: To know that Christopher Columbus and Amy Johnson both left a legacy on exploration. Skills: Disciplinary Knowledge Year 1 Begin to identify relevant causes for some of the key events covered. Year 2 Confidently identify several relevant consequences for some of the key events covered. Aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame

	arguments and interpretations of the past have been constructed.	historically-valid questions and create their own structured accounts, including written narratives and analyses.
Key Vocabulary: Pilot, aviator, aviation, pioneering, significant, flight, solo, artefact, evidence, primary source, secondary source	Key Vocabulary: aviation, pioneering, artefact, evidence, primary source, secondary source, stereotype, equality, engineer	Key Vocabulary: Compare, contrast, similarities, differences, legacy, impact, inspiration, positive, negative
Key Knowledge: Child: - She was the first woman to fly solo from England to Australia in 1930 and set a string of other records throughout her career. Teacher: - Amy was born in Hull in 1903 and educated at Sheffield University. - Amy Johnson CBE (1903-1941) was one of the most influential and inspirational women of the twentieth century.	Key Knowledge: Child: - Amy was determined to be the first woman to fly solo from England to Australia. - The nineteen-day flight made her famous across the world as the first female aviator to make this solo flight. - Her first important achievement, after flying solo, was to qualify as the first British-trained woman ground engineer. For a while she was the only female ground engineer in the world. Teacher: - On 5th May 1930 Amy left Croydon, England and set off for Darwin, Australia. - The weather was poor and the aircraft suffered damage on the way, but Amy reached Australia nineteen days later. - She was disappointed not to beat the world record flight time of fifteen days. - When Amy arrived back home a huge crowd greeted her. She was nick-named 'Queen of the air' by the British newspapers. - In 1931 Amy set a record for her flight across Siberia to Tokyo. - In 1932 Amy broke the record for solo flight to Cape Town, South Africa. - On January 5th 1941, Amy's plane crashed into the Thames Estuary. Her body was never found.	Key Knowledge: Child: - Columbus started a time of exploration that lasted for centuries. - Populations caught diseases brought by the explorers and killed millions. - Amy was an inspiration to other women, encouraging them to be aviators and seek an interest in flying. Teacher: - Christopher Columbus' voyages had a huge impact on the rest of the world. He found a way from Europe to the Americas, which became known as the New World. - Trade was soon established between Europe and the Americas. - Plants native to the Americas (such as potatoes, tomatoes, and tobacco) were imported to Europe. - The development of the slave trade was another consequence of Columbus's voyage. - Amy is remembered in many ways, one of which is the British Women Pilot's Association award. - There are many local tributes to her, including statues, named buildings and streets.

	Amy began to learn to fly at the London Aeroplane Club in the winter of 1928-29 and her hobby soon became an all-consuming determination, not simply to make a career in aviation, but to succeed in some project which would demonstrate to the world that women could be as competent as men in a male dominated field.	
Diversity Links: Local female explorer	Diversity Links: Equality and stereotyping	Diversity Links:
Scaffolding: http://amyjohnsonartstrust.co.uk/her-life/ https://www.hullmuseums.co.uk/homepage/176/amy-johnson-experience https://downloads.eastriding.org.uk/sewerbyhall/Downloads/education/teacher-pack-amyjohnson.pdf	Scaffolding:	Scaffolding:
Learning Task: (TRIP – Sewerby Hall or Streetlife Musuem, Hull)? Learn about Amy Johnson and what she did. Learn about what it was like to fly the plane and the conditions that she faced.	Learning Task: Learn about ways which Amy Johnson challenged stereotyping, plus make links to other female aviators (Amelia Earhart). Learn about the records that she made. Use pictures and accounts, and artefacts. Link to UNICEF Rights Respecting – equality.	Learning Task: Compare Amy Johnson and Christopher Columbus – similarities and differences. Look at the legacy of both. Discuss positive legacy and negative legacy.
Extension:	Extension:	Extension:
Assessment Cumulative Quiz. Retrieval Practice.		