

YEAR 1 UNIT 2 – The Greatest Explorers :

KS1 Programmes of Study

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] (Key assessment focus this unit)
- significant historical events, people and places in their own locality

Additional guidance

- **Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.**
 - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
 - They should use a wide vocabulary of everyday historical terms.
 - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Knowledge, skills and concepts

In this unit, the children will:

- know where the people they study fit within a chronological framework
- develop an awareness of the past, using common words and phrases relating to the passing of time
- understand some of the ways in which we find out about the past
- identify different ways in which it is represented
- ask and answer questions, choosing and using sources to show that they know and understand the key features of events
- use parts of sources to show that they know and understand key features of events
- use common words and phrases relating to the passing of time.

Key Questions

- What is an explorer?
- Why was Ibn Battuta a great explorer?
- Does everyone agree that Captain Cook was a great explorer?
- Why did Roald Amundsen win the race to the South Pole?
- What did Sunita Williams do to make her a great explorer?
- Who is the greatest explorer?

Key Vocabulary

Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant

Assessment overview

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. Children can both self and peer assess as appropriate using approaches familiar to them. The quiz is intended to be used during week 6, and will review knowledge, skills and concepts acquired during the unit. The Rising Stars Progression Framework assessment focuses on: significance and interpretations; understand why a person, event or development could be considered to be significant. The assessment should be completed in Week 6. Detailed information on the task can be found on the key assessment opportunity sheet.

Cultural Capital	Opportunities <ul style="list-style-type: none"> • Captain Cook Museum, Whitby • Captain Cook Birthplace Museum, Marton • National Maritime Museum, Greenwich 	
Key Assessment Opportunity Key area assessed in the Rising Stars Progression Framework <ul style="list-style-type: none"> • Significance and interpretations; understanding why a person, event or development could be considered to be significant. 		
Assessment Task in week 6 In week 6, children complete a written answer to one of the following questions: <ul style="list-style-type: none"> • Explain why you consider the explorer you have selected to be important/significant. • Which of the explorer's achievements do you think is the most important? • Why do you think this explorer is more important than the others you have learned about in your topic? Alternatively, you could ask the children the questions orally while they are completing their memorial design. 	Working towards expectations Y1 Progression Framework statement: The child can consider one reason why an event or person might be significant. <ol style="list-style-type: none"> 1. The child can give one valid reason why the explorer is important. 2. The child will find it difficult to compare the achievements of one explorer with those of another, or one aspect of an explorer's life being more significant than another. 	NOTES on children
	Working at Expectations Y1 Progression Framework statement: The child can identify a range of significant aspects of a theme, society, period or person, and offer some comments on why they have chosen those aspects. <ol style="list-style-type: none"> 1. The child can give a number of valid reasons why the explorer is significant. 2. The child demonstrates an understanding of the term 'significance'. 3. The child gives a valid reason why one aspect of an explorer's life is particularly important. 	

	<ol style="list-style-type: none"> 4. The child is beginning to make connections between the achievements of one explorer with those of another explorer from a different time period. 5. With support, the child may achieve some of the aspects of children exceeding expectations/working at greater depth. 	
	<p>Working at greater depth Y1 Progression Framework statement: The child can provide some valid reasons for selecting an event, development or person as significant.</p> <ol style="list-style-type: none"> 1. The child can give a broad range of valid reasons for why the explorer is significant. 2. The child demonstrates a secure understanding of the term 'significant'. 3. The child can give some valid reasons why one aspect of an explorer's life is particularly important. 4. The child can make valid connections and judgements between the achievements of one explorer and those of another explorer from a different time period. 5. The child will work independently. 	
	<p>Working towards Expectations Y2 Progression Framework statement: The child can identify a range of significant aspects of a theme, society, period or person, and offer some comments on why they have chosen those aspects.</p>	

	<ul style="list-style-type: none"> • The child can give a number of valid reasons why the explorer is significant. • The child demonstrates an understanding of the term 'significance'. • The child gives a valid reason why one aspect of an explorer's life is particularly <ul style="list-style-type: none"> ○ important. • The child is beginning to make connections between the achievements of one explorer with those of another explorer from a different time period. • With support, the child may achieve some of the aspects of children exceeding expectations/working at greater depth. 	
	<p>Working at Expectations Y2 Progression Framework statement: The child can provide some valid reasons for selecting an event, development or person as significant.</p> <ul style="list-style-type: none"> • The child can give a broad range of valid reasons for why the explorer is significant. • The child demonstrates a secure understanding of the term 'significant'. • The child can give some valid reasons why one aspect of an explorer's life is particularly important. • The child can make valid connections and judgements between the achievements of one explorer and those of another explorer from a different time period. • The child will work independently. 	

	<p>Working at greater depth Y2 Progression Framework statement</p> <ul style="list-style-type: none">• Can find relevant information from multiple sources to confidently give reasons for why the explorer is significant• Gives multiple valid reasons to explain why someone is significant – making connections and judgements between significant events and people over time and explaining why	
<p>Assessment notes / evaluation – include SEN / PP next step learning and areas that need more focus</p>		

Year 1	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			

Year 2	Working below expectations	Working within Expected Standard	Working above expected
Target	14 – 20% (no more than 2 children)	80 %- 86%	20%
Term 1			
Term 2			
Term 3			