



Topic Plan



Title: What does it take to be a great explorer?

Year: 1

Subject Focus: History

Rationale: This enquiry enables children to learn about the exploits of a range of famous explorers and to develop their knowledge of people's lives at various points in the past. This will build on previous learning when the children learnt about the past through people in their own families. Children will be encouraged to reflect on the achievements of the explorers studied, in the context of the particular challenges of the times in which they lived. Opportunities are also provided for children to make connections between all of the explorers studied, learning where the people and events fit within a chronological framework that can be mapped onto a timeline.

During the enquiry, children will be introduced to a wide range of historical vocabulary, building on previous learning of using language relating to the passing of time and develop the use of language connected to the measuring of time. Children will also be supported and encouraged to ask when and where questions in relation to their historical study which builds on previous questioning skills using who? and what? questions.

Start Date: 07.06.21 **End date:** 16.07.21

Opportunities for Home Learning:

Vocabulary:	Tier 1	Tier 2	Tier 3
	Continent	Explorer	Equality
	Ocean	Expedition	Gender
	Mountain	Mount Everest	Discrimination
	United Kingdom	Summit	Navigated
	North/South Pole	Himalayas	Voyage
	Pole	Spirit	Manufactured
	Polar	Persistence	Merchant
	Antarctica	Determination	Inform
	Courage	Purpose	Numerous
	Energy	Pioneer	Possession
	Bravery	Aviator	Inhabitants
	Resilience	Occupation	Native
	Patience	Discovered	Atlantic
	Aeroplane	Atmosphere	Indigenous
	Transport	Apollo 11	New World
	Rocket	Moon mission	Significant
	Space	Universe	NASA
	Astronaut	Mankind	
	Oxygen	President	
		Mars	
		Solar system	

Homework will be provided each week in your child's homework book.

Additional learning will be provided for those children who need to self-isolate.



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How we will deepen learning:

We will deepen the children's learning through their vocabulary development and by giving opportunities to use technology to create, organise, store, manipulate and retrieve digital content.

Alongside the history learning in this topic there will be opportunities to deepen the children's geographical knowledge through use of world maps, atlases and globes.

Outcome:

Children will be able to talk about the lives of significant individuals from the past who have contributed to international achievements. They will be able to explain the particular personal qualities the great explorers exhibited in order to achieve their goals and consider how these qualities might help everyone in their daily lives.

Hook:

We will watch short films about Antarctica and Mount Everest which will provide an opportunity to begin to discuss the challenges involved in undertaking expeditions such as those of Ranulph Fiennes and the qualities that a person needs to be a successful explorer.

Sharing Success:

We will share children's work and celebrate their successes. We will encourage children to talk about what they have learned and listen carefully to other children's learning.

We will exhibit and celebrate examples of home learning.

How will we embed our school values?

We will learn about the successes of great explorers, consider the qualities that helped them achieve and learn how we can apply those qualities to our own lives. We will listen to and respect the ideas and opinions of others. We will be positive in all our learning and aspire to do our best through resilience and determination.



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Milestones Covered in this Topic:	
Lead Subject: History	<p>Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>
Other Subjects: English	<p>Reading</p> <p>Respond speedily with the correct sound to graphemes for all phonemes in Phase 2, 3 and 5.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Writing</p> <p>Segment and spell words containing known phonemes.</p> <p>Sequence sentences using punctuation (capital letter, full stop, question/exclamation mark) and leave spaces between words.</p> <p>Speaking and Listening</p> <p>Listen to others in a range of situations and usually respond appropriately.</p> <p>Retell simple stories and recounts aloud.</p>
Science	<p>Continue to use a class weather station to observe, measure and record the weather in different seasons and will start to make comparisons between two seasons, as well as across all four seasons.</p> <p>Observe changes across the seasons by exploring the signs of spring and summer through nature and wildlife.</p> <p>Work scientifically by collecting, recording and interpreting simple data.</p>