

# Who were the great explorers?

## Key skills to be assessed

### As Historians...

- Explore events, look at pictures and ask questions
- Look at objects from the past and ask questions
- Order a set of event or objects
- Talk, write and draw about things from the past.

### As Engineers...

Using Scratch Junior:

- Create objects, add motion and sequences

### As Geographers

- Use atlases to find and label the seven continents of the World.

## Immersion the skills

**As Geographers...** Children will use maps to locate and name the 7 continents.

**As Historians...** Children order some explorers on a timeline and identify the continents they visited. Give children a set of pictures associated with each explorer – children use these to ask and research questions. Children to take part in role play as each explorer.

**As Engineers...** Explicit teaching of Scratch skills.

## Practice the skills

**As Historians...** Children to role play the journeys Armstrong and Columbus took, using historical language. Postcard writing. Children to create a 'living' timeline that will be added to over the academic year.

**As Engineers...** Children to refine their use of scratch junior, creating a simulation of the journey to the South Pole.

## The Challenge

Create a map of Shackleton and Columbus' journeys.

## Engage

Look at photographs of explorers... can you work out where they went or what they discovered?

## Key knowledge to be assessed

### As Historians...

- Recall some facts about people/events before living memory
- Say why people may have acted the way they did
- Use information to describe the past.
- Describe the differences between then and now.

### As Engineers...

Using Scratch Junior:

- Create and debug simple programs.
- Understand what algorithms are.

### As Geographers...

- Locate and name the 7 continents

## Immersion: Knowledge

**As Historians...** Children to identify and compare expedition items from years ago, making comparisons. Children will then follow the journeys taken by Columbus/Shackleton using maps. Children will then make comparisons about the modes of transport used by both explorers.

## Practice: knowledge

**As Historians...** Children will learn about the clothing different explorers wore, making comparisons across eras. Children will identify the potential risks each explorer took, listing the possible equipment they needed. Children to write diary entries of journeys.

## Evidencing the process

Class Website Page, Enquiry books,

## Celebrating the challenge:

Create a simulation of the journey to the South Pole