

# KS1: Great Explorers



Substantive concept: **Social & cultural**

## Essential Learning:

By the end of this topic, you will have learned:

**Enquiry Drivers:**  
Why are explorers important?

- To order some significant explorers on a timeline and identify the continents visited.
- To identify and compare expedition items from around 100 yrs ago, 50yrs ago, and from today.
- About the explorations of Neil Armstrong and Tim Peake.
- That there are still explorers today e.g. Tim Peake;

### Chronology

Fit people and events into a chronological framework.

### Continuity and Change

Identify examples of growth and change over time.

### Cause and Consequence

Recognise why actions and events happened.

### Historical Vocabulary

Understand and use language related to the measurement of time.

### Perspectives and Interpretations

Identify different ways in which the past is represented.

### Similarities and Differences

Know about similarities and differences between societies, including beliefs.

### Prior Learning:

Continents/oceans  
Where we live – our home on earth  
Environments

### Curriculum Enrichment:

Build large scale 'rocket' from junk to travel to the moon

**Outdoor learning: Can I Do It Outside?** building large scale models; outdoor 'expeditions'

**Key vocabulary:** Moon, Rocket, NASSA, Tim Peak, Moon landing, Shuttle launch, Neil Armstrong, Explorer, Discovery, Navigator

## Unit Focus: History

**NC:** Events beyond living memory that are significant nationally or globally & significant historical events, people and places in their own locality.

### Children should:

- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Compare aspects of life, identifying similarities and differences between different periods.

### Key Questions

What is an explorer? Where did explorers go? How is it different being an explorer today like Tim Peake? What do explorers take with them and how has it changed? How do explorers find their way? What sort of transport do explorers use? What sort of clothing do explorers wear? What/where did the explorers find?

### Sources and Evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of historical paintings and drawings, diaries, maps, photographs, digital resources and other materials.

### Resources

[Pictures: Captain Scott's expedition to the South Pole - CBBC Newsround](#)

[KS2: Robert Falcon Scott - BBC Teach](#)

[Who was Neil Armstrong? - BBC Bitesize](#)

[Tim Peake: Ask an astronaut - BBC Bitesize](#)

[Explorers: Adventures of the Century S5E6 - Greenland \(redbull.com\)](#) (need to choose clips)

Science	Geography
<p><b>Materials</b> <b>NC:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Scientific enquiry could include:</b></p> <ul style="list-style-type: none"> <li>• Can begin to choose an appropriate method for testing a material for a particular property</li> <li>• Can use their test evidence to select appropriate material for a purpose e.g. Which material is the best for a rain hat?</li> <li>• Names of materials, properties and purposes. How have objects and materials changed over time with advances in technology?</li> </ul> <p><a href="#">Uses of everyday materials (Y2)   PLAN (planassessment.com)</a></p> <p><b>Download this from Shared Drive for your unit</b></p> <p>Names of materials, properties and purposes. How have objects and materials changed over time with advances in technology?</p>	<p><b>NC:</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds. Name and locate the world’s seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>To plan and go on a school grounds expedition using a simple map. Identify the continents and oceans explored Compare where we live to the environments the explorers travelled to – Antarctic &amp; the Moon</p>
<b>DT</b>	<b>Art - not taught as a full unit</b>
<p><b>Moving pictures – journeys</b> <b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>	<p><b>NC: Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Compose a class Space soundscape Different groups to represent the different stages of a space launch:</p>

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

#### Teaching Sequence:

To be able to create a sliding mechanism.

Children to find out what a moving mechanism is and how to create one. They will focus on slider mechanisms, recognising and investigating different types and how they work before using a character to create their own moving picture.

To be able to design a picture with a slider.

Children to design a moving picture that has a slider mechanism. They will recap what they are and share their ideas to help create their designs

To be able to make a moving picture based on a design.

Children to follow their designs to create their moving picture. They should think about the appropriate materials to use and how to work safely and carefully.

To be able to evaluate a moving picture.

Children to share and demonstrate how their moving pictures work. They will then evaluate their own moving pictures using the worksheet provided.

(See DT resources PPT and Design & Evaluation sheets on Share Point)

Space rocket launch/blast off

In space (if there was sound in space – eg stars, comets, meteors)

Moon landing

Return to Earth

Once each group has created their soundscape for the part of the space journey, work together as a class to bring each section together.

Also, could use the BBC Ten Pieces:

<https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd>

Key skills & vocabulary: Pitch, volume, tempo, conductor, body percussion

**Listening and appraising:** Holst the Planets

## Computing/ICT

### **Online Relationships – Project Evolve**

Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Click on the following link for full list of objectives and lessons: -

[Search and Access Resources](#) ▶ [Strand](#) ▶ [Online Relationships](#)  
([projectevolve.co.uk](http://projectevolve.co.uk))

### **Data Handling - link to Science investigation work & Maths tally charts**

**NC:-** Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Pupils should be taught to: -

- Understand that IT can be used to sort items and information.
- Understand that IT can be used to create and display charts graphs.
- Develop an understanding of what datalogging can be used for (Science).
- Understand that IT can be used to add to and change charts and graphs quite easily.
- Begin to understand that unless data has been entered accurately it cannot be used to provide correct answers to questions.

**Useful websites/resources: -**

<https://www.kapowprimary.com/subjects/computing/key-stage-1/year-1/introduction-to-data/>

### **Cross-curricular Maths:**

- Survey tally chart most popular explorer - transfer data from tally chart to block graph (Sum 2 Wk 3)
- Direction – Orienteering (Spr 2 Wk 4 – new learning Y1; revisit learning Y2)

## PSHE

### **Friendship and Bullying – 6 sessions**

#### **Value – Friendship**

#### Same or different? (Y1)

LO: Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. (Statutory)

#### Bullying or teasing? (Y2) (Value Link)

LO: Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. (Statutory)

#### Don't do that! (Y2) (Value Link)

LO: Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. (Statutory)

#### Being a good friend (Y2) (Value Link)

LO: Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. (Statutory)

#### Some secrets should never be kept (Y2)

LO: Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. (Statutory)

#### A helping hand (Y2)

LO: Demonstrate simple ways of giving positive feedback to others. (Statutory)

R.E.

**Christianity** (Jesus)

Why do Christians say that Jesus is 'the light of the world'?

**Coverage:**

- Jesus as the light of the world
- Symbolism of light
- Advent and Christmas celebrations

English

<p><b>Reading:</b> Non-fiction texts about the moon, Antarctic, environments etc, Newspaper articles, Explorer biographies and fact files</p> <p><b>Guided Reading:</b> Literacy Shed: Stage 1 – Arctic Explorers; Storm Whale (VIPERS)</p> <p><b>Possible Texts:</b> On The Moon (Usborne); Little Explorers: Outer Space Dear Greenpeace</p> <p><b>Grammar links:</b> spaces between words, using commas in a list, capital letters for names and places, subordination (using when, if, that, or because); expanded noun phrases; conjunctions</p> <p><b>Writing task 1:</b> Labels, captions and lists: To write a list of items to be taken on an expedition.</p> <p><b>Reading Phase:</b> On The Moon (Usborne); Little Explorers: Outer Space Using the texts start to build a space word bank with the children. Watching videos ask the children to role play travelling to and exploring the moon.</p> <p><b>Gathering Content:</b> Using pictures as prompts encourage the children to label e.g. an astronaut, space related pictures. Write captions that describe objects more accurately. Using phonic knowledge to sound out and attempt spellings.</p> <p><b>Writing:</b> Produce a leaflet with lists that tells people what they would have to take on a space adventure.</p>	<p><b>Writing task 2 : Dear Greenpeace</b> Send a letter home describing the Antarctic and Moon environments</p> <p><b>Reading Phase:</b> Read the book and discuss – start to summarise the main information.</p> <p>Retrieve information to answer questions e.g. 1. Where does Emily think she saw the whale? 2. Why does Emily want some information on the whale? 3. When does Emily put salt into the pond each day? 4. Why do Greenpeace say the whale can't be lost? 5. What do blue whales eat? 6. What does Emily want to call the whale? 7. Find and copy the word Greenpeace use to describe that whales travel great distances each day. 8. What do Greenpeace suggest Emily might like to do when she is older?</p> <p>Create a list of facts that you have learnt about whales.</p> <p>Using thought bubbles for Emily and the Whale discuss what they might be thinking/feeling and record</p> <p><b>Gathering Content:</b> Look at the structure and content of the letters. Make a list of the features. Write a short letter to a friend thanking them for a present that they gave you or something kind that they did.</p> <p><b>Writing:</b> Re-read the book and make a list of all the things that Emily did for the whale.</p> <p><b>Independent Write:</b> A thank you letter from the whale to Emily, include some of the kind things that she did.</p> <p><b>Cross-curricular writing:</b> A letter from the Antarctic or the moon describing what you can see and what you are doing.</p> <p><b>Speaking and listening:</b> Space adventure role play; explorer hot seating</p>
<p><b>Global Links:</b> Where have people explored?</p>	<p><b>Local links:</b></p>