History Class 2 Year A

Significant Explorers

Substantive Concept: Leadership

Disciplinary Concept: Historical interpretation/significance

Summative Question: What makes an explorer significant and are some explorers more significant than others?

What is this topic about?

In this unit, we learn explore why some people are considered to be significant before going on to learn about some significant explorers. We will learn about the journeys of explorers like Ibn Battuta, who travelled the world 700 years ago, and Matthew Henson, who may have been the first person at the North Pole. We will also compare Henson's adventure to Felicity Aston, the first person to ski across Antarctica alone. We will discuss whether Neil Armstrong should be remembered more than the others who helped him. Finally, we will think about how we remember important people and how this can change over time.

During this topic, pupils will discover …

- Reasons why people might be considered to be significant.
- The ways in which we can find out about the recent past and also about explorers from long ago.
- The key events and achievements in the lives of some significant explorers.
- Some simple comparisons between explorations in the recent and more distant past.
- Some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time.






During this unit, pupils will work historically to …

- Explore what makes a person significant by developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
- Investigate how we know about people from the past by developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements, using Ibn Battuta as an example and exploring how evidence can be limited.
- Understand recognition and achievement by developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements, considering how Matthew Henson was a significant polar explorer who was not recognised at the time.
- Compare achievements across time by developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements, contrasting Felicity Aston's polar exploration with Matthew Henson's around a hundred years earlier.
- Examine contributions to events beyond living memory by developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements, discussing Neil Armstrong and other key figures.
- Reflect on achievements and legacy by developing an awareness of the lives of significant individuals in the past who have contributed to national and international achievements, considering the impact of Ibn Battuta, Matthew Henson, Felicity Aston, and Neil Armstrong.

Key Knowledge (linked to concepts). What children NEED to know.

An explorer becomes significant when they do something new or brave that helps people learn about the world. They are remembered because they showed courage, curiosity, and leadership. We also remember some people more than others depending on who tells their story. For example, Neil Armstrong is famous for walking on the Moon, but many people helped him get there. How we remember explorers can change over time as we learn more about their achievements and the people around them.

Prior Learning: Historical interpretation/significance: War and Remembrance