History Class 1 Year A

Significant Explorers

Substantive Concept: Leadership

Disciplinary Concept: Historical interpretation/significance

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

What is this topic about?

In this unit, we will explore why some people are considered significant by learning about the journeys of Christopher Columbus, who sailed across the Atlantic over 500 years ago, and Neil Armstrong, the first person to walk on the Moon. We will compare their expeditions and explore how exploration has changed over time, including the ships, spacecraft, clothing and equipment they used. We will also practise simple navigation skills during an expedition around the school grounds and role-play as members of Columbus's crew or Armstrong's mission team, before discussing how important people are remembered and why their significance can change over time.

During this unit, I will discover …

- Who the explorers Christopher Columbus and Neil Armstrong are and what they did.
- That explorers travel to new places to find and discover new things.
- How travelling by ship a long time ago is different from travelling to space.
- The clothes, vehicles and tools the explorers used on their adventures.
- Why some people are remembered for doing important things and how we remember them today.
- That people's ideas about explorers can sometimes change over time.









During this unit, I will work historically to …

- Talk about why some people are important by learning about the explorers Christopher Columbus and Neil Armstrong and retelling simple stories about what they did a long time ago.
- Recognise the difference between the past and the present by learning about journeys from long ago and space travel more recently.
- Use simple time words such as "before" and "a long time ago" when talking about explorers and their adventures.
- Look at pictures, stories, videos and objects to help answer simple questions about explorers from the past.
- Describe some special events from these explorers' journeys, such as sailing across the ocean or travelling to the Moon.
- Order and sequence simple events from the explorers' journeys.
- Spot similarities and differences between travelling by ship in the past and travelling to space.
- Make simple observations about the clothes, vehicles and tools explorers used.
- Retell events from beyond our living memory that are important around the world.
- Share ideas about why people remember explorers and how we show their achievements today.

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: Change and continuity: Changes within living memory – transport, Changes in living memory – food.