History – Year 2

Spring 2	Significant individuals- Explorers					
Prior learning	Children have learned what being a significant induvial means and some examples (monarchs, nurses, inventors etc). Concepts of past, present and future covered.					
Lesson objective	I can describe what an explorer is and why people explore.	I can explain who Neil Armstrong was and why he is significant.	I can explain who Amelia Earhart was and why she is significant.	I can explain who Matthew Henson was and why he is significant.	I can explain who Ibn Battuta was and why he is significant.	I understand how explorers are commemorated for their achievements.
Key vocabulary	Explorer, significant, past	Space, moon, astronaut, rocket, Neil Armstrong	Amelia Earhart, airplane, flight	Matthew Henson, voyage, arctic	Ibn Battuta, voyage, significant, Muslim, Islam, caravan, the Rihla	Important, memorial, significant, person, remember, explorer, commemorated, commemoration, achievements.
Creative context		Neil Armstrong - First Moon Landing 1969	Has the mystery of Amelia Earhart finally been solved? | Newsround	Who Was the First Person to Reach the North Pole? | National Geographic	History KS2 | Explorers: Ibn Battuta | BBC Teach	
Substantive knowledge	I can explain how explorers through time discovered places (and in ways) their predecessors never thought possible.	I can explain how explorers in history have shaped our civilisation today.	I can explain how explorers in history have shaped our civilisation today.	I can explain how explorers in history have shaped our civilisation today.	I can explain how explorers in history have shaped our civilisation today.	I can explain how explorers in history have shaped our civilisation today.
Disciplinary knowledge	I can know and recount episodes from stories and significant events in history.	I can know and recount episodes from stories and significant events in history.	I can observe and use pictures, photographs and artefacts to find out about the past. I can know and recount episodes from stories and significant events in history.	I can know and recount episodes from stories and significant events in history.	I can start to use stories or accounts to distinguish between fact and fiction. I can observe and use pictures, photographs and artefacts to find out about the past.	I can use words and phrases to show the passing of time. I can know and recount episodes from stories and significant events in history.

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					I can know and recount episodes from stories and significant events in history.	
Recorded learning 	A short piece of writing using the sentence stems: *An explorer is someone who ____. People explore because _____.*	A poster on Neil Armstrong, including a drawing, key dates, key achievement and a fun fact.	A poster on Amelia Earhart, including a drawing, key dates, key achievement and a fun fact.	A poster on Matthew Henson, including a drawing, key dates, key achievement and a fun fact.	A poster on Ibn Battuta, including a drawing, key dates, key achievement and a fun fact.	Children design a commemorative stamp for one of the explorers, writing a sentence explaining why this person is significant and why they would like to commemorate them.
Future learning 	Significant individuals are learned about throughout MPA history lessons. The concept of exploring is learned about throughout MPA history lessons.					