

# Ashtree Primary School and Nursery Medium Term Plan for History

## Year 1/2 Summer Term - Explorers

### **Prior Skill Chronology – EYFS**

- Pupils are able to identify the events through the year and to begin to order them e.g. seasons, festivals, birthdays and know what year this is.
- Pupils can talk about past and present events in their own lives and the lives of others. To be able to order and sequence familiar events e.g. the seasons
- Pupils know that yesterday is in the past and tomorrow is in the future
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **Prior Skill – Chronology – Year 1**

- Pupils can compare two familiar events, saying which one happened first
- Pupils are beginning to understand timelines,
- Pupils may begin to make simple links between areas of study
- Pupils know that some toys were made before they were born.

### **Prior Skill - Enquiry – Year 1**

Pupils begin to recognise and ask questions about changes over time. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society.

### **Prior Skill - Enquiry – Year 1**

Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.

**Key Vocabulary - Explorers, expedition, Armstrong, Columbus, Space, Ships, Navigation, Vessel, Spaceship, Moon landing, investigate, Sources, Materials.**

### **Key Knowledge**

Step 1 – To understand what explorers do.

Step 2 – To learn Christopher Columbus and look at where and how he explored.

Step 3 – To learn about Neil Armstrong and look at where and how he explored.

Step 4 – To compare Columbus and Armstrong and investigate how they navigated.

Step 5 – To compare Columbus and Armstrong exploring the vessels they used for their journeys.

Step 6 – To compare sailors and astronauts looking at the differences in era, materials and clothing.

**Key Skills** Black = Enquiry

Red = Chronology

**Step 1 – Year 2** – Pupils can sometimes justify their answers using sources or stories. **Year 1** – Pupils are beginning to ask simple questions when they are unsure and answer questions verbally related to an area of study.

**Step 2 – Year 2** – Pupils know they can find historical information in books including information about multiple significant individuals. **Year 1** – Pupils know that they can use books to find out about significant individuals. Pupils know significant dates in the life of Columbus,

**Step 3 – Year 2** Pupils know the important events in the moon landing and the names of the significant people involved including Neil Armstrong, Buzz Aldrin and Michael Collins, JoAnn Morgan, Mary Jackson. **Year 1** – Pupils know that they can use books to find out about significant individuals.

**Steps 4,5 & 6 – Year 2** – Pupils can make some comparisons between areas of study, identifying some similarities and some differences between them. **Year 1** – Pupils may begin to make simple links between areas of study.

### Curriculum Enhancements

- Go on an 'exploration' of the school grounds.
- Watch video of the moon landings as a source.

### Possible Barriers and Misconceptions

- Number magnitude and understanding may hinder timeline use and creation. (Accurate intervals)
- Elizabeth I and Elizabeth II are different.

### Suggested Activities

S1 – Discuss what the children know about explorers and exploring.  
– Explore the playground as a class using a school map.

S2 – Research lesson about Columbus and his voyages.

S3 – Research about Armstrong including the key events of the Moon Landing.

S4 – Comparison source lesson looking at the navigation systems used and how they are different.

S5 - Comparison source lesson looking at the vessels used and how they are different.

S6 – Identify and compare the clothing used on missions – how do they compare?

### Curriculum Links

- Geography – Exploring
- Science – Space Exploration

### This will lead to . . .

#### Chronology:

- Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline (local),
- Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and identifying differences between them.
- Pupils know the order of the early time periods studied - Stone Age, Bronze Age and Iron Age.
- Pupils can order the main events of Roman Britain including the invasions that took place

#### Enquiry

- Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding,
- Pupils are generally able to answer questions accurately related to the area of study,
- Pupils can generally use sources to justify their answers,