



# Medium Term Unit Planning

**Topic Name:** - Explorers

**Learning outcome:**

Children will learn about famous explorers on land, sea and air, from a range of eras, plotting these on a timeline and studying how they were the 'first' to reach certain places or achieve goals. Emphasis on never giving up and trying your best whatever your background.

**Hook**

**Unpacking an explorer's bag - where might they be going?**

**Topic Showcase (e.g. display, museum, performance, presentation)**

**Oracy:**

Children will talk about the explorers they have learnt about, the problems they faced and fun facts they find out about them. Asking questions about the past and comparing this to modern day explorers.

**Key Vocabulary:**

Christopher Columbus, Neil Armstrong, Mae Jemison, Ernest Shackleton, modern day, past, famous, exploration, world, continents, Northern and Southern hemispheres, discovery

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):**

The Great Explorer – Chris Judge  
Look Up - Nathan Byron  
The Way Back Home – Oliver Jeffers  
Beegu – Alexis Deacon  
Ernest Shackleton – Little People Big Dreams  
Sophie Scott Goes South



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## **Citizenship/Community Opportunities:**

*(Focus – change in attitude/increase knowledge and awareness/make a difference)*

*Link to PSHE - Growing and changing Recognising what makes them unique (respect for others)*

## **Experiences/Visits/Visitors**

Get a real explorer to come to talk to the children.

## **Main Subjects covered:**

History and Geography



# Medium Term Unit Planning

## History Threshold concepts

### Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

### Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places

## Geography Threshold Concepts

### Investigate places

This concept involves understanding the geographical location of places and their physical and human features.

### Investigate patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them  
Communicate geographically

### Communicate geographically

This concept involves understanding geographical representations, vocabulary and techniques.

## Science Threshold concepts

### Working scientifically

This concept involves learning the methodologies of the discipline of science.

### Investigate materials

This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

## Design and Technology Threshold Concepts

### Master practical skills

This concept involves developing the skills needed to make high quality products



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Notes:

Weekly Lesson titles and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p><b>1. Explorers past and present!</b></p> <p>L.I. I can compare explorers from the past and modern day.</p> <p>L.I. I can pack a 'bag' for an explorer.</p>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer.</p>	<p><b>What is an explorer and what kit do explorers take with them?</b></p> <p>Identify what kit we need for a successful expedition. Discuss how kit would be different based on where the explorers are going. Compare kit in the past and modern-day kit. Pack a bag for Bear Grylls to go on his expedition! Sandwich Bag in topic books to 'pack'!</p>



# Medium Term Unit Planning

<p><b>2. Where did they go and how did they get there?</b></p> <p>L.I. I can plot places on a map and globe to show where famous explorers travelled to.</p> <p>L.I. I can use a compass.</p> <p>L.I. I can follow a simple map around school.</p>	<p><b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them Communicate geographically</p> <p><b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Name and locate the world's continents. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p>Name and locate the world's seven continents and five oceans. Refer back to our weather topic and discuss different climates and what explorers might find in different parts of the world</p> <p>Navigate a simple journey within the school grounds using map techniques, directional language and simple compass directions. Learn about how a compass works and why we have them and how these would have helped explorers.</p>
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<p><b>3. Going on a boat!</b></p> <p>L.I. I can talk about Christopher Columbus' voyages and plot them on a timeline.</p> <p>L.I. I can carry out a fair test to find out if objects float or sink.</p> <p>L.I. I can design a boat for an explorer.</p>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society. Investigate places.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p> <p><b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Work scientifically</b> This concept involves learning the methodologies of the discipline of science.</p> <p><b>Master practical skills</b> This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate.</p> <p><b>Name and locate the world's continents</b></p> <p>Ask simple questions. Observe closely, using simple equipment. Perform simple tests.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p>	<p>Who was Christopher Columbus? - Learn about Christopher Columbus' voyages and explore the story. Discuss where he went, the route he took, how he got there, and what he took with him. Plot on timeline and locate on map. Why did he take some of the people back to Spain that he 'found' in The Bahamas? Was this the right thing to do?</p> <p>Carry out Fair Test. Revisit properties of materials and objects. Which everyday objects will sink or float? Making predictions based upon past knowledge.</p> <p>Design a Boat for an Explorer. Identify, name and compare the simple properties of everyday materials and what they are</p>
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# Medium Term Unit Planning

		<ul style="list-style-type: none"> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>	<p>used for. Explore floating and sinking and conduct a fair test with classroom objects. Design a boat for an explorer and test to see if it floats.</p>
<p><b>4. Up up and away!!!</b></p> <p>L.I. I can study items used in space travel to find out how astronauts live in space.</p> <p>L.I. I can talk about Neil Armstrong and what he is famous for.</p> <p>L.I. I can identify key facts about Mae Jemison.</p> <p>L.I. I can create my own rocket.</p>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society. Investigate places</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p> <p><b>Master practical skills</b> This concept involves developing the skills needed to make high quality products.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate.</p> <p>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p>	<p>Can the children ask questions about the evidence/photos linked to space travelled what the objects are? Who was Neil Armstrong? Plot him on timeline. Watch clip from when he first stepped onto the moon. Create Neil Armstrong factsheet. Find out about life in space and how astronauts live/eat/sleep in space. Listen to stories read by astronauts in space - discuss the gravity or lack of it! Learn about Mae Jemison – the first African American woman in space - add her to timeline.</p>



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		<ul style="list-style-type: none"> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>	<p>Creating rockets using various construction and materials.</p>
<p><b>5. Ice explorers!</b></p> <p>L.I. I can find out who went to the South Pole and what challenges that they faced.</p> <p>L.I. I can plot famous ice explorers on a time-line.</p> <p>L.I. I can write my own sea shanty.</p>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p> <p><b>Geography Threshold Concepts</b> <b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p> <p><b>Investigate patterns</b></p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Name and locate the world's continents.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Identify seasonal and daily weather patterns in the United</p>	<p>Compare ice explorers in the past and modern ice explorers. Talk about how safety was different, kit is much more advanced and it is easier now and safer.</p> <p>Learn about Ernest Shackleton and his most significant explorations to Antarctica. Also Amundsen who made it all the way to the South Pole after Shackleton. Who has made it to the South Pole since then? Add to time-line.</p> <p>How do we overcome challenges? Shackleton sang sea shanties. Create own sea shanty to boost moral.</p>





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	<p>This concept involves understanding the relationships between the physical features of places and the human activity within them Communicate geographically</p> <p><b>PSHE - teamwork and perseverance</b>  <b>Communicate geographically</b>          This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	
<p><b>6. Keeping warm!</b></p> <p>L.I. I can find out which material is the most thermal.</p>	<p><b>Work scientifically</b>          This concept involves learning the methodologies of the discipline of science.          Investigate materials          This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p>	<p>Ask simple questions.          Observe closely, using simple equipment.          Perform simple tests.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</p>	<p>Ice explorers – talk about how they would have had/have thermal clothing – show flask, clothing,          Plan and carry out glove experiment – which material will be best to make the glove warmer and why?</p>