

Title: Explorers		Year: Y2 Duration: 4-5 weeks
Teaching Ideas	Subject	National Curriculum Objectives
<p>Who were some of the greatest explorers in history? Studying the similarities and differences between great explorers - Christopher Columbus and Neil Armstrong: How do we know about these two famous explorers?</p> <p>What would you need to take on your journey? (Comparing preparation for journeys- linked to outdoor learning) Journeys/routes Comparing diets/food Challenges faced</p> <p>What would your ship/shuttle need to be like and why? Designing and building large scale (class size role play) models – spaceship / boat, including use of simple mechanisms, e.g. sliders/levers for control panels, windows etc.</p> <p>Where did Christopher Columbus explore? What was different and similar about the journeys of Columbus and Armstrong? Where would you explore?</p> <ul style="list-style-type: none"> - Look at the route of Christopher Columbus using globes and simple maps. Learn the names of the seven continents and five oceans. Plot the routes and the things seen on the way. - Plot own routes. Where would you go? What would you see? <p>LITERACY UNITS- Descriptive – character descriptions Stories about fantasy worlds (exploration) Instructions Letters home 1st person recounts</p> <p>Visits out – e.g. The National Space Centre Theme days – Day in life of / Classroom as inside of space rocket / inside of ship</p>	<p>History Design Technology Geography</p>	<p>H – study the lives of significant individuals in the past who have contributed to national and international achievements. H – Compare aspects of life in different periods H – use common words and phrases relating to the passing of time H – know where the people and events they study fit within a chronological framework H – identify similarities and differences between ways of life in different periods H – ask and answer questions using historical sources to show that they know and understand key features of events H – identify different ways in which the past is represented G – name and locate the world’s seven continents and five oceans G – use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage G – use simple compass directions DT – generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups (models) and ICT. DT – select from and use a range of tools and equipment to perform practical tasks DT – select from and use a wide range of materials and components DT – explore and use mechanisms (for example, levers, sliders) in their products</p>