Wood Farm Primary School

Project Summary

Phase: KS1 – Year 2 **Term:** Autumn 2

Project Title:	What makes an Intrepid Explorer?
Main curriculum area	History
Secondary curriculum area(s)	Literacy

Project purpose:

Children will spend time exploring the lives of significant individuals from the past who have contributed to national and international achievements. These people include Christopher Columbus, Jeanne Baret, Nellie Bly, Ernest Shackleton, and Neil Armstrong. They will spend time learning the chronology of the significant individual's exploration as well as using timelines to show where these fit in history. The children will show an understanding of the impact these events and discoveries had on the wider world. Pupils will ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events. From this they will answer the question '*What Makes an Intrepid Explorer?*'.

Building on Prior Learning:	Preparing for future learning:	Connections to other curriculum areas:
Year 1 The Great Fire of London – use of timelines, chronology and sequencing of events. Celebrating Cities – knowledge of the world **Year 2** Africa and Me – learning about the continents, oceans and countries.	**Year 3 and 4** The Stone age The Roman empire The Egyptians	Writing – recounts of the individual's exploration. Reading – guided reading around each explorer, retrieving and inferring. Geography – mapping the explorer's routes, touching on compass points.

Planning stages overview:

Engage	Develop	Innovate	Express
Children take part in a scavenger hunt around the school. The hunt will reveal the explorers for the project and the project title. Whole class discussion will take place exploring what the question means, what an Explorer is, and the words 'intrepid' and 'significant individuals'.	They will use key historical language and ask and answer questions to gain a broader understanding of significant individuals. Children will use dates to sequence events in chronological order. Children will learn about 8 significant explorers. They will know who they were, what they did, how they did it and why. As well as thinking about the outcome and impact of their expeditions and discoveries. Children will understand the term Intrepid, discussing what determines this and key characteristics of being intrepid.	Children will think about what they have learnt about each explorer and what it means to be intrepid. Children will ask and answer questions to determine who is the most Intrepid. Children will answer the question '*What Makes an Intrepid Explorer?*' They will use knowledge and information gathered over the term to answer and prove this.	Children will choose who they think is the most intrepid explorer from the significant individuals they have learnt about and explain why. The children will share who they believe is the most intrepid explorer. *'Who is the most Intrepid Explorer and why?*

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Wood Farm Values		
Opportunities for ambition:	**Opportunities for beauty:**	**Opportunities for connection:**
Children using a mixture of challenging historical language and powerful vocabulary. Children will use debate to share their own thoughts and opinions and consider others.	Children will create beautiful pieces of writing to apply their knowledge and understanding in the form of a recount.	Children will think carefully about the impact of the discoveries and explorations on their own lives and the lives of others. Thinking *'What if....?'* Children reflect on the characteristics of the explorers and if they can apply any of it to their own lives now or in the future.

Knowledge and skills aims (taken from WFS 'I can' Progression document)

<u>Investigate and interpret the past</u>
I can describe similarities and differences between historical artefacts and pictures.
I can describe how my life is different to people in the past.
I am beginning to understand cause and effect by looking at a significant figure's actions and what happened as a result.
I can recognise, recall and make observations about who, what and where was important in an historical event/account.
I can ask and begin to answer questions about events I have learnt about, such as: When?
What happened? What was it like…? Why? Who was involved?
I know different ways to find out about the past, e.g. using artefacts, pictures and stories.

I can build a 'bigger picture' of a historical event, person or period, using a range of different information sources.

<u>Significant Individuals</u>
I can sequence the story of a significant historical figure.
I can compare aspects of life in different times using my understanding of two or more significant figures.

<u>Continuity and change</u>
I can compare my own life and interests with other times (such as when I was younger) and recall events from the past.
I can describe how everyday life, places and people have changed or stayed the same throughout different times I've learnt about.

<u>Chronology</u>
I can begin to place people, pictures and events I have learnt about into a chronological timeline.
I can use and remember key dates to show when things have happened.

<u>Communicate historically.</u>
I can use simple historical vocabulary to describe the passing of time, such as: now, then, after, before, long ago, time order, past, present and future.
I can use accurate terms to show units of time, such as: year, decade and century, yesterday, today, and tomorrow.
I know the meaning of words which help me compare and explore different times and people, such as: same, different, change, important, event, artefacts.