



<b>Links to other subject units this term</b>	
This is a stand-alone topic, but we will use atlases to look for places and plot the journeys that various explorers have made and so we will relate the learning back to our geography topic from last term. The explorers have used different forms of transport which we explored last term in history.	
<b>Prior Learning</b>	
All children will have an understanding of someone who is famous – someone in the news, a sporting or musical hero. Children's previous mapping skills will be used when researching places visited by significant explorers.	
<b>Key vocabulary for this unit</b>	
Important, significant, famous, explorer. Arctic, polar, exploration, expedition, voyage. Antarctica, South Pole, polar, GPS, satellite, modern, recent, significant, remember, achievement. Space, Moon, Apollo 11, NASA, the Eagle, astronaut, Neil Armstrong, Buzz Aldrin, Michael Collins, Katherine Johnson, Gene Kranz, historic. Memorial, commemorated, commemoration.	
<b>Learning Sequence</b>	
<b>What Makes Someone a Significant Person?</b>	<ul style="list-style-type: none"> <li>• Think of people who are important to us.</li> <li>• Think about some reasons why someone might be significant.</li> <li>• Talk about the different reasons why someone is important or significant.</li> </ul>
<b>Ibn Battuta</b>	<ul style="list-style-type: none"> <li>• Explain why Ibn Battuta was a significant explorer.</li> <li>• Find some of the places Ibn Battuta visited on a map.</li> <li>• Compare how we find out about explorations that happened recently and explorations that happened many years ago.</li> </ul>
<b>Matthew Henson</b>	<ul style="list-style-type: none"> <li>• Explain why Matthew Henson was a significant explorer.</li> <li>• Describe the key events in Matthew Henson's life.</li> </ul>

	<ul style="list-style-type: none"> <li>• Discuss how Matthew Henson's achievements have been recognised in different ways as time has passed.</li> </ul>
<b>Felicity Aston</b>	<ul style="list-style-type: none"> <li>• Explain why Felicity Aston is a significant explorer.</li> <li>• Compare the ways in which we can find out about Matthew Henson's exploration and Felicity Aston's exploration.</li> <li>• Compare a polar exploration in the recent past with one from over a hundred years ago.</li> </ul>
<b>Neil Armstrong</b>	<ul style="list-style-type: none"> <li>• Talk about the achievements of Neil Armstrong and his team.</li> <li>• Compare Neil Armstrong's exploration with Matthew Henson's exploration.</li> <li>• Explain my opinion on whether Neil Armstrong should be remembered as the most significant person involved in the Moon landing.</li> </ul>
<b>How could they be Remembered?</b>	<ul style="list-style-type: none"> <li>• Discuss some ways in which we commemorate significant people.</li> <li>• Understand that changing views through history have led to some people now being recognised and some people no longer being recognised for their achievements.</li> </ul>
<b>Assessment milestones</b>	
<ul style="list-style-type: none"> <li>• To develop an awareness of the lives of <b>significant individuals</b> in the past who have contributed to <b>national and international achievements</b> in the context of discussing the <b>criteria</b> for determining what makes a person significant. (A / C / D)</li> <li>• To use prompts to describe the <b>key events</b> and <b>achievements</b> in the lives of the explorers studied. (B / E)</li> <li>• To talk about some of the ways that we remember <b>significant explorers</b>, discussing how sometimes <b>views</b> about these significant people can <b>change over time</b>. (A / D / E)</li> <li>• To <b>order</b> reasons (in order of importance) as to why people might be considered to be significant. (B)</li> <li>• To find out and make some simple <b>comparisons</b> between explorations in the <b>recent</b> and more <b>distant past</b>. (B / D)</li> </ul>	