



# St James' Church of England Primary School

## History Overview Sheet



### Year 2 – Significant Explorers



**Rationale:** In this unit, children explore why some people are considered to be significant before going on to learn about some significant explorers. Children learn about the explorations of Neil Armstrong, the space explorer, looking, not only at his achievements, but asks the children to explore if it is right that Neil Armstrong should be remembered more than the others involved in the Apollo 11 mission. They will also look at Christopher Columbus and his expedition. The children will compare the two. Finally, the children investigate how we remember significant people and how values may change over time in relation to this.

**Pre-unit task:** What do we know? KWL Grid/task

**Attention Grabber:** Video clip of landing on the moon.

**Learning Objectives:**

- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing the criteria for determining what makes a person significant.
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory.
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of Christopher Columbus.
- To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements, comparing the two and discussing their legacy.

#### **Overview:**

Lesson 1: I can understand and explain what makes a person significant.  
Lesson 2: I can explore and discuss the achievements of Neil Armstrong.  
Lesson 3: I can explore and discuss the achievements of Christopher Columbus.  
Lesson 4: I can investigate the journeys of Christopher Columbus and Neil Armstrong.  
Lesson 5: I can compare the vessels used for transport by Columbus and Armstrong in their journeys.  
Lesson 6: I can show what I know about some significant explorers and how they are commemorated for their achievements.

#### **Cross Curricular Links**

**English:** Write a diary entry as Neil Armstrong or Christopher Columbus.  
Interview an explorer.

**Science:** Materials used for clothing used in expeditions.

#### **Resources**

- Showing video clips of Neil Armstrong and/or Buzz Aldrin on the Moon would be a useful optional addition.

#### **Impact/Assessment**

**Most Children will:** • order reasons (in order of importance) as to why people might be considered to be significant; • compare the ways in which we can find out about the recent past and also about explorers from long ago; • use prompts to describe the key events and achievements in the lives of the explorers studied • make some simple comparisons between explorations in the recent and more distant past; • talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time.

**Less Able Children will:** • select reasons why people are considered to be significant; • know some of the ways that we can find about the recent past and also about explorers from long ago; • say what the explorers studied are known for; with prompts, make some simple comparisons between explorations in the recent and more distant past; • talk about some of the ways that we remember significant explorers; • explain why at least one of the explorers studied is significant.

**More Able Children will:** • explain why they have ordered reasons (in order of importance) as to why people might be considered to be significant; • independently explain why it is more difficult to find out about explorers from long ago than about those in the recent past; • independently describe the key events and achievements in the lives of the explorers studied; • write independently about the similarities and differences between explorations in the recent and more distant past; • discuss a range of ways that we remember significant explorers, explaining how sometimes views about these significant people can change over time.