

## Medium term Plan For Year 1 Cycle 2

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

<b>Prior Learning</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b><u>Summer Cycle 1 – Seaside</u></b></p> <ul style="list-style-type: none"> <li>• Children will have learnt about the life of significant individuals in the past who have contributed to national and international achievements - Grace Darling</li> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p>Children will have learnt about Grace Darling’s life and the impact she had on sea rescues. They will be able to compare old and new from two time periods – Grace’s lifetime and their lifetime.</p> <p>Skills: sequencing events, describing change, making comparisons, use secondary sources for research and identify what has changed/stayed the same since Grace Darling.</p>	<p><b><u>Autumn Term Cycle 2 – Amy Johnson</u></b></p> <p>The children will have learnt about Amy Johnson, a local historical figure.</p> <p>They will be able spot old and new in pictures and have increased their use of secondary sources for further research.</p> <p>They will be able to talk about the impact Amy had on Hull, and the rest of the world with her achievements and key historical events from this e.g. flight to Australia in 1930.</p>	<p><b><u>Spring Term Cycle 2 – GfoL</u></b></p> <p>The children will be able to talk about and sequence the events leading up to, during and after the GfoL.</p> <p>They will be able to explain about the cause and effect the GfoL had in England.</p> <p>The children will be able to explain how buildings have changed since 1666 and compare how managing great fires has changed from them to now.</p>

Year 1 - Cycle 2

<p><b>Let's Go Down Under</b></p>	<p><b>Great Fire of London</b></p>	<p><b>Explorers</b></p>
<p><b>Key Concepts Covered</b></p>	<p><b>Key Concepts Covered</b></p>	<p><b>Key Concepts Covered</b></p>
<div data-bbox="371 363 627 494" data-label="Image"> </div> <p data-bbox="398 504 600 528"><u>National Curriculum</u></p> <p data-bbox="203 536 797 587">Significant historical events, people and places in their own locality –Amy Johnson.</p> <p data-bbox="338 627 663 651"><b>Second Order Concepts Taught</b></p> <p data-bbox="203 687 770 738">I can use words and phrases like: before, after, past, present, then and now. (C)</p> <p data-bbox="203 783 712 807">I can spot old and new things in pictures.(S&amp;D)</p> <p data-bbox="203 847 763 935">I can explain why an important person from history acted the way they did and what the impact of this was (C&amp;C)</p> <p data-bbox="203 975 790 1026">I can explain what an object from the past might have been used for (CO&amp;C)</p> <p data-bbox="203 1070 775 1158">I can identify things that have changed or stayed the same during my life and from times before living memory (CO&amp;C)</p> <p data-bbox="203 1198 707 1249">I can explain how historical events and people changed things (S)</p> <p data-bbox="203 1294 763 1345">I can research the past using a variety of secondary sources.(HE)</p>	<div data-bbox="999 363 1232 494" data-label="Image"> </div> <p data-bbox="1021 504 1223 528"><u>National Curriculum</u></p> <p data-bbox="819 536 1402 587">Events beyond living memory that are significant nationally or globally: for example, the Great Fire of London</p> <p data-bbox="954 627 1279 651"><b>Second Order Concepts Taught</b></p> <p data-bbox="819 687 1386 738">I can use words and phrases like: before, after, past, present, then and now.</p> <p data-bbox="819 783 1328 834">I can sequence events from within/beyond my lifetime on a timeline (C)</p> <p data-bbox="819 879 1328 903">I can spot old and new things in pictures.(S&amp;D)</p> <p data-bbox="819 943 1361 967">I can describe change within living memory (S&amp;D)</p> <p data-bbox="819 1007 1406 1058">I can explain what an object from the past might have been used for (CO&amp;C)</p> <p data-bbox="819 1102 1391 1190">I can identify things that have changed or stayed the same during my life and from times before living memory (CO&amp;C)</p> <p data-bbox="819 1230 1379 1281">I can research the past using a variety of secondary sources.(HE)</p>	<div data-bbox="1671 363 1792 494" data-label="Image"> </div> <p data-bbox="1637 504 1839 528"><u>National Curriculum</u></p> <p data-bbox="1447 536 1995 616">The lives of significant individuals in the past who have contributed to national and international achievements: Christopher Columbus</p> <p data-bbox="1581 627 1906 651"><b>Second Order Concepts Taught</b></p> <p data-bbox="1447 687 2007 738">I can use words and phrases like: before, after, past, present, then and now.(C)</p> <p data-bbox="1447 783 1944 834">I can sequence events from within/beyond my lifetime on a timeline (C)</p> <p data-bbox="1447 879 1984 930">I can explain why a historical event happened and what happened as a result (C&amp;C)</p> <p data-bbox="1447 975 1995 1062">I can explain why an important person from history acted the way they did and what the impact of this was (C&amp;C)</p> <p data-bbox="1447 1102 2029 1153">I can explain what an object from the past might have been used for (CO&amp;C)</p> <p data-bbox="1447 1198 1995 1249">I can research the past using a variety of secondary sources.(HE)</p>

## End points

At the end of each unit the children will:

Autumn	Spring	Summer
<p><i>Know:</i></p> <ul style="list-style-type: none"><li>- <i>What old and new things look like</i></li><li>- <i>About the life of Amy Johnson and her impact on society and the change she created.</i></li></ul> <p><i>And know how to:</i></p> <ul style="list-style-type: none"><li>- <i>Explain the purpose of objects</i></li><li>- <i>Identify how things have changed over time</i></li><li>- <i>Research using a secondary resource</i></li></ul>	<p><i>Know:</i></p> <ul style="list-style-type: none"><li>- <i>What old and new things look like and explain why they know</i></li><li>- <i>When the Great Fire London took place and why</i></li><li>- <i>How response to fires have changed</i></li></ul> <p><i>And know how to:</i></p> <ul style="list-style-type: none"><li>- <i>Use and apply historical phrases and vocab</i></li><li>- <i>Sequence events on a timeline</i></li><li>- <i>Research the past using secondary sources</i></li></ul>	<p><i>Know:</i></p> <ul style="list-style-type: none"><li>- <i>The order of all the events studied in Year 1</i></li><li>- <i>When USA was discovered and why</i></li><li>- <i>What happened following the discovery of America</i></li></ul> <p><i>And know how to:</i></p> <ul style="list-style-type: none"><li>- <i>Use and apply historical phrases and vocab</i></li><li>- <i>Explain the purpose of objects</i></li><li>- <i>Sequence events on a timeline and relate it to other events studied in Year 1</i></li><li>-</li></ul>

## Year 1 History - Autumn Term 2

### Let's Go Down Under

*National Curriculum: Significant historical events, people and places in their own locality - Amy Johnson.*

- Key Concepts Addressed

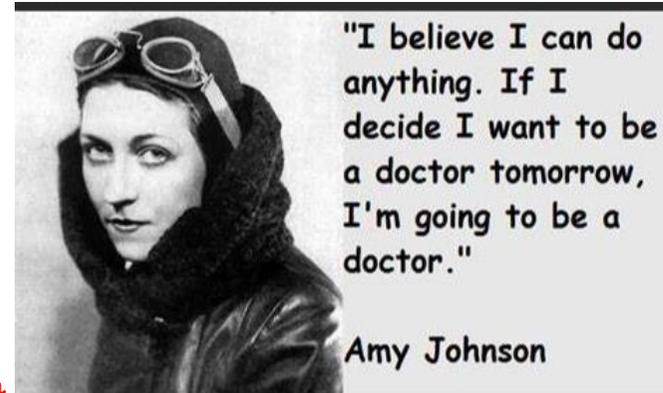


- Delivered through the following Second Order concepts

<i>Chronology C</i>	<i>Similarity &amp; Difference (S &amp; D)</i>	<i>Cause &amp; Consequence (C &amp; C)</i>	<i>Continuity &amp; Change (CO &amp; C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
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- I can use words and phrases like: before, after, past, present, then and now. (C)
- I can spot old and new things in pictures. (S & D)
- I can explain why an important person from history acted the way they did and what the impact of this was (C & C)
- I can explain what an object from the past might have been used for (CO & C)
- I can identify things that have changed or stayed the same during my life and from times before living memory (CO & C)
- I can explain how historical events and people changed things (S)
- I can research the past using a variety of secondary sources. (HE)

ACTIVITIES - WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.  
POTENTIAL TRIP: Hull History Centre



*Wellbeing/learning attitude> inspire chn with this quote each lesson.*

Lesson	Objective	Activity
1	<ul style="list-style-type: none"> <li>I can use words and phrases like: <i>before, after, past, present, then and now.</i> (C)</li> <li>I can spot old and new things in pictures. (S&amp;D)</li> </ul>	<p><i>Introduce key vocabulary for this unit</i></p> <ul style="list-style-type: none"> <li><i>Like, before, after, past, present, then and now - have an display and refer to</i></li> <li><i>What other words can they think of? E.g. yesterday, today, years ago and add to vocabulary wall</i></li> <li><i>Refer to this language throughout all lessons</i></li> <li><i>Discussion: What does history mean? Ensure children that this subject covers what has happened in the past (point to key vocabulary) MTTT with key words</i></li> <li><i>Explain that we will be learning about an important figure in Hull's history, Amy Johnson, and what she did.</i></li> <li><i>Show (PP) images of these key things past/present</i></li> <li><i>Children should spot and point out old/new things in pictures</i></li> </ul> <p>1. Plane</p>

		<ol style="list-style-type: none"> <li>2. Pilot</li> <li>3. Map (UK/ Aus) present</li> <li>4. Hull</li> <li>5. <u>Couple wedding photo 1932/modern 2021</u></li> </ol> <p><b>Outcome:</b> Sort key vocab and stick into table (headed Past Words/ Present Words) in history book. Amy Johnson related photo in book - label old/new things in pictures</p> 
2	<ul style="list-style-type: none"> <li>- I can explain why an important person from history acted the way they did and what the impact of this was (C&amp;C)</li> <li>• I can explain how historical events and people changed things (S)</li> </ul>	<p>Introduce Amy Johnson Hook <a href="#">Who is Amy Johnson? (Amy Aviation's UK Tour) - YouTube</a></p> <p>Then show a PP (twinkl/tes) reiterating her achievements.</p> <p>Google earth : Start at Hull and travel to Australia so chn can see visually how far away it is. Show plane she flew. How long is a flight to Australia? Would you want to fly in (modern plane) or... Amy Johnson's plane?</p> <p><b>Impact:</b> explain meaning of word and in groups discuss the impact Amy Johnson has had on Hull. Play video again and pause to talk about that impact e.g. made more women</p>

		<p>want to fly. Made chn want to be brave and win Cup of Courage. Helped Britain win WW2. Made aviation progress further - proved long flights could be achieved.</p> <p><u>Outcome:</u> Simple facts on Amy Johnson and match that fact to the correct impact of this. Use Seesaw evidence discussion - why was Amy Johnson important? What did she do and achieve?</p>
3	<ul style="list-style-type: none"> <li>I can explain what an object from the past might have been used for (CO&amp;C)</li> </ul>	<p>Recap on last week's lesson - who was Amy Johnson? Go over again if necessary.</p> <p>Key vocab: past - what does past mean? TYYP, gauge understanding, consolidate, refer to lesson 1 vocab</p> <p>Explain going to look at objects from the past and get children to identify what item is and what they might have been used for:</p> <p>PP - show images of (google image search 1930s... - Plane, pilot goggles, aviation jacket, water bottle, pilot hat, pilot watch, pilot equipment, pilot uniform, parachute, lunch box.</p> <p><u>Outcome:</u> match the objects to the correct word+use in books</p>
4	<ul style="list-style-type: none"> <li>I can identify things that have</li> </ul>	<p>Recap on previous lesson.</p>

	<p><i>changed or stayed the same during my life and from times before living memory (CO&amp;C)</i></p>	<p><i>Vocab - explain word meanings: same , changed, flight, pilot</i></p> <p><i>Life as a pilot - image of A Johnson vs modern pilot</i></p> <p><i>What has stayed the same with flying from A Johnson's time to now? TTYP - feedback to teacher, write on flipchart with pictures</i></p> <p><i>What has changed with flying since Amy Johnson's time? TTYP - feedback to teacher, write on flipchart with pictures</i></p> <p><i><u>Outcome:</u> take a photo of chr's oral feedback and stick in their history books under date/LO slip. Seesaw TTYP discussion.</i></p>
5	<ul style="list-style-type: none"> <li><i>ican research the past using a variety of secondary sources.(HE)</i></li> </ul>	<p><i>Recap on previous lesson:</i></p> <ul style="list-style-type: none"> <li><i>- Vocab - what is a secondary source? Explain what it is with some examples.</i></li> </ul>

**Primary Sources** vs **Secondary Sources**

A piece of evidence created by someone at the time of the event.

- Examples include:
- Letters
  - Diaries
  - Government records
  - Autobiographies
  - Artifact
  - Computer software



Information created by someone who was not present at an event, after an event happened.

- Examples include:
- Newspaper articles
  - Textbooks
  - Biographies
  - Encyclopedias
  - Dictionaries
  - Atlases



*Chn to complete a task using secondary sources in books.*

*Outcome: I can show Amy Johnson's life using secondary sources.*

*Chn to number events of her life and stick in books in chronological order*

1. *World map - circle Hull and draw flight across to Australia(circle) - Add label of year she did flight*

		<p>2. Newspaper of achievement add label 'successfully flew to Australia'</p>  <p>3. Newspaper article/photo - Amy Johnson gets married to Scottish aviator. add date label to photo</p> <p>4. UK Map - zoom in on London - find the river Thames and add label stating 'Amy Johnson died here in ...' with newspaper article announcement of death</p>  <p>5. Fact file of Amy Johnson/biography - add</p>
6	Possible school trip tp Hull History Museum	Gypsy Moth Hunt - are these still about? Homew.ork find the moths...
	Vocabulary - <u>before</u> , <u>after</u> , <u>past</u> , <u>present</u> , <u>then and now</u> , famous, event, describe, recount, spot, brave, courageous, source, aviation, flight, plane, Australia, travel, explore, fly	

**Year 1 History – Spring Term 2 Great Fire of London**

**National Curriculum:** Events beyond living memory that are significant nationally or globally: for example, the Great Fire of London



**Key concepts:**

<i>Chronology C</i>	<i>Similarity &amp; Difference (S &amp; D)</i>	<i>Cause &amp; Consequence (C &amp; C)</i>	<i>Continuity &amp; Change (CO &amp; C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
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- I can use words and phrases like: before, after, past, present, then and now.
- I can sequence events from within/beyond my lifetime on a timeline (C)
- I can spot old and new things in pictures.(S&D)
- I can explain what an object from the past might have been used for (CO&C)
- I can identify things that have changed or stayed the same during my life and from times before living memory (CO&C)
- I can research the past using a variety of secondary sources.(HE)

**ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.**

<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>
*	Prior learning session <ul style="list-style-type: none"> <li>• I can use words and phrases like: before, after, past, present, then and now.</li> <li>• I can spot old and new things in pictures.(S&amp;D)</li> </ul>	<ul style="list-style-type: none"> <li>• Children will have learnt about the location of London on a map in Geography. <b>Can they locate London on a map independently? (Evidence)</b></li> <li>• They will know how to spot old and new in pictures. <b>Activity: sort pictures of London (1666 and 2022) into old and new.</b></li> </ul> They will be familiar with using secondary sources.
1	<ul style="list-style-type: none"> <li>• I can spot old and new things in pictures.(S&amp;D)</li> </ul> <b>LO: I can find out some ways in which London has changed.</b>	<b>Question:</b> <i>How has London changed?</i>  <b>Stoneferry Starter:</b> Where might it be? What can they see? For both pictures , what is similar what is different old/new(S+L)

		 <p><b>Vocabulary:</b> year, century, Britain, London, capital city, past, present, old, modern, change, River Thames.</p> <p><b>Lesson</b> London past+present presentation – look at pictures of past London. S+L discuss changes. Repeat for present day London – how was London different in the past? <i>(Try not to give away information about life during the 17th century at this point – you are trying to ascertain what the children currently think and know about this historical period and their awareness of the past.)</i></p> <p><b>Outcome:</b> <i>London Past and Present pictures of London in 1666 and today. Sort into old and new. Write sentence stems . this is old because... this is new because...</i></p> <p><b>Plenary:</b> other words for old? (to increase vocab)</p>
2	<ul style="list-style-type: none"> <li>I can sequence events from within/beyond my lifetime on a timeline (C)</li> </ul>	<p>Question: <i>When was the Great Fire of London?</i></p> <p><b>Stoneferry Starter:</b> what is happening in this picture?</p>  <p>(Speech+Language)</p> <p><b>Vocabulary:</b> BC, AD, thousands, hundreds, years, decades, days, weeks</p> <p><b>Lesson:</b> discussion – when do the children think this is happening? In past or present? Any clues?  Explain in 1666 (350 yrs ago -ish) there was a disastrous fire that destroyed parts of London. They will be learning about how this fire started and what happened during/after.</p> <p>Shared timeline – blank line with one end showing 0 BC Jesus Born, other end showing present day 2022 AD. Explain that 2000 and 22 yrs have passed since Jesus was born to show how long ago it was. Need concept of how far back in time they are going. Then add on Amy Johnson (born 1900 AD time). Then add on GFoL 1666. Explain how far back 1666 is and discuss.</p>

		<p><b>Outcome:</b> as a whole class produce a large timeline to put on display in classroom of these key events as a reference point for future lessons.</p> <p><b>Plenary:</b> where would you add the year you were born on the classroom timeline?</p>
3	<p>I can explain what an object from the past might have been used for (CO&amp;C)</p>	<p><b>Question:</b> <i>What were these items used for on Pudding Lane in 1666?</i></p> <p><b>Stoneferry Starter:</b> Virtual whiteboard, dates – Amy J 1900, 1666, 2022, add dates correctly onto timeline</p> <p><b>Vocabulary:</b> baker, oven, bread, bakery,</p> <p><b>Lesson:</b> Show children pictures of objects from 1666 bakery on Pudding Lane.  - E.g. Oven, bread, baker's hat, baking equipment, candle holders, shovel (examples below)</p>  <p><b>Outcome:</b> in a table match the picture to the word and write definition (purpose) of each item.</p> <p><b>Plenary:</b> what does a bakery look like nowadays? How has it changed? E.g. discuss, Cooplands, Gregg's , British Bake-off Kitchen (show a snippet of them baking bread) how food is now baked?</p>
4	<ul style="list-style-type: none"> <li>I can research the past using a variety of secondary sources.(HE)</li> </ul> <p>LO: I can research the Great Fire of London using secondary sources.</p> <p><a href="#">How do we know about the Great Fire of London?</a>  <a href="http://thenational.academy">(thenational.academy)</a></p>	<p><b>Question:</b> <i>What was the Great Fire of London?</i></p> <p><b>Stoneferry Starter:</b> How do you think a fire would start in a bakery in 1666? (S+L)</p> <p><b>Vocabulary:</b> secondary source, sources</p> <p><u>What are sources?</u></p> <p><b>Primary sources originate from the past.</b></p> <p>Secondary sources are second-hand accounts that interpret primary sources.</p> <p>Secondary sources tend to use primary sources as the basis for their content.</p> <p><b>Lesson:</b></p> <p>Explain to children what a secondary source is with examples.</p> <p>Hook: Video – play to children (BBC) how did the GFoL start? (Select suitability for your class)</p>

		<p><a href="#">The Great Fire of London   History KS1   BBC Teach - YouTube</a></p> <p>This one includes a quiz to gauge learning</p> <p><a href="#">The Great Fire of London for kids - Simple facts and fun quiz - YouTube</a></p> <p><a href="#">Game - The Great Fire of London</a> &gt; Powerpoint of story with slides but interactive activities e.g. drag items to help put out fire in 1666.</p> <p>Outcome: Children to produce a step by step story map, sequence of events of the GFOL with pictures (secondary sources) and a supporting caption. E.g. – A spark in the bakery started the fire (with picture).</p> <p>Plenary: How can we put out big fires nowadays? (S+L)</p>				
5	<ul style="list-style-type: none"> <li>I can identify things that have changed or stayed the same during my life and from times before living memory (CO&amp;C)</li> </ul>	<p>Question: <i>How has handling big fires changed since 1666?</i></p> <p><b>Stoneferry Starter:</b> <a href="#">How do we know about the Great Fire of London? (thenational.academy)</a> Quick quiz with score for key facts of GFOL</p> <p><b>Vocabulary:</b> fire, engines, emergency, firefighters, 999, hosepipes, telephones, mobile phones, water, supplies, flammable, non-flammable, materials</p> <p><b>Lesson:</b> Discuss with children why the GFOL spread so quickly and why it caused so much damage (houses made of wood, dry summer, built close together, poor system for fighting big fires eg. Buckets, little pumps, need mayor’s approval to tear down a building)</p> <p>How is combating fires dealt with now? Are we better at fighting fires now? Why? S+L</p> <p><b>Outcome:</b> Children to produce a table with pictures (cut +Stick) and writing comparisons for how fire fighting and houses have changed.</p> <table border="1" data-bbox="862 1236 1590 1316"> <tr> <th colspan="2">HOW HAS FIGHTING FIRE CHANGED SINCE 1666?</th> </tr> <tr> <td>THEN – 1666</td> <td>NOW – PRESENT DAY</td> </tr> </table>	HOW HAS FIGHTING FIRE CHANGED SINCE 1666?		THEN – 1666	NOW – PRESENT DAY
HOW HAS FIGHTING FIRE CHANGED SINCE 1666?						
THEN – 1666	NOW – PRESENT DAY					

		 wooden houses (flammable) Find the mayor for help	 houses made of brick (not flammable) Ring 999
WHAT HAS STAYED THE SAME IN FIGHTING FIRES?			
Use water to put out the fire Team work			
Plenary: What would you have done if you lived on Pudding Lane in 1666 when the fire broke out? Why?			
6	To continue lesson 5 if more time needed.  Or History day- trip with Yr2 based on GFoL		

**Year 1 History – Summer Term 2 – Explorers (Christopher Columbus)**

National Curriculum

The lives of significant individuals in the past who have contributed to national and international achievements: Christopher Columbus

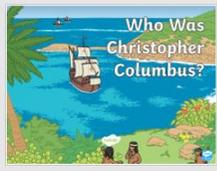


**Key concepts:**

<i>Chronology C</i>	<i>Similarity &amp; Difference (S &amp; D)</i>	<i>Cause &amp; Consequence (C &amp; C)</i>	<i>Continuity &amp; Change (CO &amp; C)</i>	<i>Significance (S)</i>	<i>Historical Enquiry (HE)</i>
<ul style="list-style-type: none"> <li>• I can use words and phrases like: before, after, past, present, then and now.(C)</li> <li>• I can sequence events from within/beyond my lifetime on a timeline (C)</li> <li>• I can explain why a historical event happened and what happened as a result (C&amp;C)</li> <li>• I can explain why an important person from history acted the way they did and what the impact of this was (C&amp;C)</li> <li>• I can explain what an object from the past might have been used for (CO&amp;C)</li> <li>• I can research the past using a variety of secondary sources.(HE)</li> </ul>					

**ACTIVITIES – WRITTEN ESPECIALLY WILL NEED TO BE TAILORED TO THE ABILITIES OF ALL CHILDREN.**

<u>Lesson</u>	<u>Objective</u>	<u>Activity</u>
	<p>Prior learning session</p> <p>Children will have learnt about Amy Johnson the pilot from Hull who flew to Australia in 1930 almost 100 years ago.</p> <p>They will have studied GFoL and studied what life was like in 1666, what houses/landscape, vehicles, clothes and transport was like and how that compares to modern day.</p> <p><b>LO: I can use words and phrases like: before, after, past, present, then and now.(C)</b></p>	<p>Recap: who was Amy Johnson? What did she do? How did she travel the world? Where is Australia? Locate on map.</p> <p>What is an explorer? Children to write a short definition of an explorer. <i>An explorer is....</i></p> <p>Show 3 images of explorers from different times (15<sup>th</sup> century, 1930, 2022)</p>  <p>All following to be evidenced in books.</p>

		<ul style="list-style-type: none"> <li>• Children to sort photos from oldest to newest. Caption the years underneath the pictures.</li> <li>• They should be able to recognise one is a painting, B+W photo, modern day photo, and recognise old/new things with their clothes and accessories. e.g. sword in one, camera in 1930s, modern watch/rucksack in 2022</li> <li>• Write notes/short words of what they can see in each picture.</li> <li>• World map – locate America on the map, and the UK. (to build into next lesson) use google earth to travel from Hull to New York as a visual.</li> </ul> <p>Plenary: S+L How far away is America? How could you travel there? How would they have travelled back in 1666?</p>
1	I can explain why an important person from history acted the way they did and what the impact of this was (C&C) <b>Christopher Columbus</b>	<p><b>Question:</b> Who was Christopher Columbus? (CC)</p> <p><b>Stoneferry Starter:</b> S+L: Show a picture of CC – children to talk about who he might be, what clothes he is wearing, how long ago is this picture?</p> <p><b>Vocabulary:</b> exploration, voyage, discovery, America, USA</p> <p><b>Lesson:</b> Show children Twinkl powerpoint of Who was ChrisC? (see  resources in shared area)</p> <p>Emphasise 1. Why he wanted to travel and what would that mean for him and Europe?</p> <p>Explain good/bad impact CC had on exploration i.e.</p> <ul style="list-style-type: none"> <li>- Discovered new fruit/veg and introduced to other countries</li> <li>- Brought back diseases with him from voyage e.g. small pox, measles, influenza</li> <li>- Brought slaves back – was this right and ethical?</li> </ul> <p><b>Outcome:</b> have sentence strips of good/bad reasons about CC exploring. Children to read and sort into good/bad reasons on a table, include title <i>The Impact of CC Exploring the World</i></p> <p><b>Plenary:</b> S+L. Do you think CC should have gone on his voyages? Why?</p>

2	I can explain why a historical event happened and what happened as a result (C&C)	<p><b>Question:</b> What was the New World?</p> <p><b>Stoneferry Starter:</b> S+L: Show an image of Cuba and the Bahamas, then America. Discuss the islands, what does it look like and what might be in there? Show Cuba and Bahamas, then America on a map.</p> <p><b>Vocabulary:</b></p> <p><b>Lesson:</b> Teacher input: use PP or video to show CC discovery of the new world and order of the 3 places (Bahamas&gt; Cuba&gt; America)</p> <p>Outcome: Children to have 3 images Bahamas&gt; Cuba&gt; America) produce a flow chart with arrows from 1-3.</p> <ul style="list-style-type: none"> <li>• Where? (name of place in the new world with picture)</li> <li>• What happened as a result? (Chn to write a short description of what happened as a result, what did CC do?)</li> </ul> <p><b>Plenary:</b> Why did CC and his crew describe their discoveries as the 'new world'? what does 'new world' mean? See their interpretations of this phrase and support chn infer the meaning.</p>
3	I can explain what an object from the past might have been used for (CO&C)	<p><b>Question:</b> What were these objects used for in the time of CC?</p> <p><b>Stoneferry Starter:</b> S+L: Recap – GFoL. Show an image of an artefact from GFoL artefact lesson. What is it? What was it used for? See if chn can recall from last unit to make links to new unit.</p> <p><b>Vocabulary:</b> object, artefact, historical, usage</p> <p><b>Lesson:</b> Photos and images of objects from Christopher Columbus' time, and a definition for each one all mixed up.</p> <p>Children match the object to the correct definition.</p> <p>Objects to include (1492 year roughly): compass, map, ship's wheel, CC hat, anchor, British flag on a boat, cannon, bell, coin, clock/watch, mast</p> <p><b>Outcome:</b> chn will have matched the objects to the correct definitions in their books.</p> <p><b>Plenary:</b> Out of all the objects, which one do you think is of the most important historical value for giving us clues about CC? Why?</p>
4	<p>I can sequence events from within/beyond my lifetime on a timeline (C) <b>events of discovery of Carribean timeline</b></p> <p><b>Resources to use below:</b></p>	<p><b>Question:</b> What was CC's life of exploring like?</p> <p><b>Stoneferry Starter:</b> S+L: Show Amy Johnson, GFoL and CC with a key date under each one. Then add a picture of them with the year 2022</p>

**The Life of Christopher Columbus**

Put the events from the life of Christopher Columbus and give them in the correct order.

Christopher arrived in the island and met indigenous people there.	Christopher Columbus first sailed when he was 12 years old to sail with his family.	He went on his first voyage to the Americas in 1492 and landed in Central America where he was awarded for more than a year.	Columbus returned to Spain with new finds from the island and called the area the "New World".	The king and queen of Spain gave Columbus the money he needed to buy ships.
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**Christopher Columbus Order of Events**

Put the events in order from earliest to latest.

Number	Event
1	Christopher Columbus wanted to sail to Asia to trade for spices, but he needed ships to travel there.
2	The king and queen of Spain gave him money to buy three ships.
3	Christopher Columbus learned how to sail as a teenager.
4	Columbus sailed for almost two months before he and his crew reached land.
5	Christopher Columbus returned to Spain with new finds from the island and called the area the "New World".
6	Christopher arrived in the island and met indigenous people there.
7	Christopher Columbus first sailed when he was 12 years old to sail with his family.
8	He went on his first voyage to the Americas in 1492 and landed in Central America where he was awarded for more than a year.

underneath. Can they order the 4 key events in order from most recent to earliest?

**Vocabulary:** timeline, earliest, latest, sequence, event, chronological

**Lesson:** Show a short video or PP of Christopher Columbus's life.

Explain that they are going to sequence the key events of his life in chronological order.

Provide chn with a suitable timeline.

**Outcome:** children will have produced a timeline in chronological order with a description for each key event.

**Plenary:** Use spaghetti (raw) – show one to the children and explain 1 straw represents 100 years ago. How long ago did CC live? Use a spaghetti piece and keep going back 100 years until 1451 when he was born. Chn should visually be able to see by the long spaghetti line how long ago and discuss how far back in time this period is compared to GFoL and Amy J. Add to school timeline post it to show where they are.

5

I can research the past using a variety of secondary sources.(HE)

**Question:** What food did Christopher Columbus bring to Europe?

**Stoneferry Starter:** S+L: Show some images of different foods from around the world and foods that are naturally from the UK. Which of those foods did CC bring to Europe? Chn to discuss their thoughts and ideas.

**Vocabulary:** secondary source, discover, import, native (to the country)

**Lesson:** Teacher input: When Christopher Columbus arrived in the Americas in 1492, he found lots of different types of food that were indigenous to America. Columbus brought back some of these foods with him to Europe, including potatoes, tomatoes, pineapples, turkeys, corn, and cacao. Some of these foods are grown successfully in Europe and children will be very familiar with them but they may not be aware of the origins of them.

Use [Twinkl PP](#)>  
[Story Of Christopher Columbus PowerPoint?](#)

		<p>Explain that the children will be using secondary sources to discover the foods Christopher C brought back to Europe. Discuss examples of secondary sources.</p> <p>Activity: have several secondary sources for chn about CC discovering food. Textbooks, posters (twinkl have some) a video on youtube etc.</p> <p>Chn to note down foods he discovered.</p> <p><b>Outcome:</b> chn to produce a poster of the foods that CC brought back to Europe on his travels. Include captions of where the foods came from as well to cross curricular with geography.</p> <p><b>Plenary:</b> which foods are you glad CC discovered and brought back to UK ? Why? Are there any foods you haven't tried?</p>
6.	<p><b>I can research the past using a variety of secondary sources.(HE)</b></p>	<p><b>Question:</b> Why is CC seen as such a famous explorer?</p> <p><b>Stoneferry Starter:</b> S+L: Why do people want to explore? Create a mind map on reasons people want to explore? Why did CC wish to explore?</p> <p><b>Vocabulary:</b> voyage, mission, expedition, discovery</p> <p><b>Lesson:</b> Remind chn and ask what secondary sources are.</p> <p>Children to use a range of secondary sources, including laptops/ipads to find out some information about CC to apply to a fact file.</p> <p><b>Outcome:</b> children produce a fact file about CC. They will have used their previous work such as timelines to support their learning and research. Outcomes will be differentiated to suit ability. E.g. bullet point list, full sentences, top 10 facts.</p> <p><b>Plenary: S+L :</b> Children to give their top 3 reasons as to why CC was a brilliant explorer based on their research.</p>