Who were the great explorers?

Key skills to be assessed

**As Historians…**

* Explore events, look at pictures and ask questions
* Look at objects from the past and ask questions
* Order a set of event or objects
* Talk, write and draw about things from the past.

**As Engineers…**

Using Scratch Junior:

* Create objects, add motion and sequences

DT

* Design purposeful products
* Use a range of tools to cut, shape, join and finish materials
* Select from a range of materials according to their properties

Immersion the skills

**As Geographers…** Children will use maps to locate and name the 7 continents.

**As Historians…** Children order some explorers on a timeline and identify the continents they visited. Give children a set of pictures associated with each explorer – children use these to ask and research questions. Children to take part in role play as each explorer.

**As Engineers…** Explore and investigate the materials transport was made of throughout history. Which is strongest? Why is it used? Explicit teaching of Scratch skills.

Practice the skills

**As Historians…** Children to role play the journeys Fiennes and Drake took, using historical language. Postcard writing.Children to create a ‘living’ timeline that will be added to over the academic year.

**As Engineers…**Create a modern boat using recycled, everyday materials using models and designs of boats they have seen. Build a 15th century ship following the same procedure. Children to refine their use of scratch junior, creating a simulation of a man in the snow.

Engage

Wrap children up in their coats and explain we’re going exploring.

Watch the prequel to seven worlds one planet…

<https://www.bbc.co.uk/iplayer/episode/p07f4jnz/seven-worlds-one-planet-prequel>

Use as a launch pad to our enquiry about exploring…

The Challenge

Create a class scrapbook of Fiennes’s and Drake’s journeys using the work created throughout the enquiry.

Evidencing the process

Class Website Page, Enquiry books, Facebook page

Celebrating the challenge:

Immersion: Knowledge

**As Historians…** Children to identify and compare expedition items from 500years ago and present day, making comparisons. Children will then follow the journeys taken by Drake/Fiennes using maps. Children will then make comparisons about the modes of transport used by both explorers.

**As Engineers…** Identify and list the properties of various everyday materials.

Practice: knowledge

**As Historians…** Children will learn about the clothing different explorers wore, making comparisons across eras. Children will identify the potential risks each explorer took, listing the possible equipment they needed. Children to write diary entries of journeys.

**As Engineers…** Children will test materials, using this knowledge to design a snow suit for Fiennes. Children will group and classify materials based on their properties.

Key knowledge to be assessed

**As Historians…**

* Recall some facts about people/events before living memory
* Say why people may have acted the way they did
* Use information to describe the past.
* Describe the differences between then and now.

**As Engineers…**

Using Scratch Junior:

* Create and debug simple programs.
* Understand what algorithms are.

DT

* Understand and apply knowledge of everyday materials and their properties
* Build structures knowing how they can be made stronger

**As Geographers…**

* Locate and name the 7 continents