



Key Vocabulary

Generic: Timeline, now, then, later, next, before, after, change, order, significant, famous, time, when, year, past, history, date, historical, investigate, source, evidence, reliable

Topic specific: Christopher Columbus, ship, sea, sails, sailor, civilisations, trade, legacy, exploration, voyage, colonised, centuries, route, colonised, settled, disease, continent, country, famous

Christopher Columbus: a sailor and explorer from Italy

Sailor: a person that works on a ship or boat.

Voyage: a long journey by sea or in space.

Route: the way they took to get to their destination

Colonised: to take over control a new place

Trade: buying and selling of goods

Centuries: each century lasts 100 years

Exploration: to learn about something or somewhere new.

Disease: an illness

Legacy: something left behind after death

Key facts:

- Christopher Columbus was born in 1451 and died in 1506

- He set sail in 1492 to look for a new route to Asia where silks and spices came from.

-He found the Americas by mistake. He thought he had landed in East Indies and so called the people he found there Indians.

- The Spanish King and Queen gave him the money for the journey so they ruled over the land he discovered.

Key learning/activities

Stage 1: H1 Understanding chronology

-Put 1492 on the timeline.

-Look at the power-point about Christopher Columbus' life

-Sequence Christopher Columbus' life. Year 2 read to learn and add extra facts on to the timeline.

Stage 2: H2 Build an overview of world history

-Children to describe what Christopher Columbus was like, why do we remember him? What is his legacy?

- Children to learn why he acted as he did.

Stage 3: H3 Investigate and interpret the past

- Children to look at the evidence that we have.

- Children to use the different forms of evidence to research the past. Which is the best source of evidence and why?

Stage 5: H4 Communicate historically

-Children to use all they have learned to produce an information booklet about Christopher Columbus

-Children to orally explain what makes a good explorer.

Must do

- Act out the first voyage in 1492, then explore outside around the school. How do they feel? What makes a good explorer?

Sources of support:

- BBC Bitesize Who was Christopher Columbus?
<https://www.bbc.co.uk/bitesize/topics/zhpchbk>
- Fact card, power-point etc in shared area
- Topic box



Key Vocabulary

Topic specific: NASA, Neil Armstrong, Buzz Aldrin, Michael Collins, astronauts, mission, rocket, Apollo 11, explorers, achievement, breakthrough, moon, earth, space, journey, discovery, experiment, collect, samples, learning, brave,

Neil Armstrong: the first man to walk on the moon

NASA: the department for space travel in USA

Apollo 11: the space ship that took them to the moon

astronaut: a person trained to travel in space

Earth: the planet we live on.

Moon: a rock that moves around the Earth

exploration: to learn about something or somewhere new.

discovery: to find out something new

achievement: getting it right after lots of hard work

experiment: a scientific procedure to make a discovery or a test to prove an idea is right.

breakthrough: a sudden, important and dramatic discover.

Key facts:

- Apollo 11 landed on the moon 20th July 1969

- Neil Armstrong was the commander of the mission and the first man to walk on the moon (only 12 people have done this)

- He was given one of America's biggest honours, Presidential Medal of Freedom.

- Neil Armstrong was born in 1930 and died in 2012

- He flew fighter planes for the US Navy before he joined NASA in 1952.

Key learning/activities

Stage 1: H1 Understanding chronology

-Put 1969 on the timeline.

-Look at BBC bitesize about Neil Armstrong's life

-Sequence Neil Armstrong's life. Year 2s read to learn add on extra facts. Fact cards in the shared area.

Stage 2: H2 Build an overview of world history

-Children to describe what Neil Armstrong was like, why do we remember him? Compare him to Christopher Columbus

-Children to research the Apollo moon missions and to describe why they wanted to go to the moon.

Stage 3: H3 Investigate and interpret the past

- Children to understand how we know that Apollo 11 landed on the moon.

- Children to use the different forms of evidence to research the past. Which is the best source of evidence and why? Compare to the evidence for Christopher Columbus.

Stage 5: H4 Communicate historically

-Children to use all they have learned to produce an information booklet about Neil Armstrong.

-Children to orally explain what makes a good explorer.

Must do

- Watch the moon landings and act out the mission and first steps on the moon.

Sources of support:

- BBC Bitesize Who was Neil Armstrong?
- You tube <https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr>
- Shared area for power-point and fact cards
- Fact card, power-point etc in shared area