

Medium Term Planner

What kind of explorer would you be? - Christopher Columbus **Y2**

This topic is one of the ones suggested in the advisory section of the KS1 National Curriculum for history (2014 onwards). This does not give it any enhanced status. Not only is there a strong human story, there is also scope to look at world issues, including the use of a globe. We use this alongside Neil Armstrong as there are clearly strong, highly relevant, contrasts between our world view in 1500 compared with that of 1969. Because Columbus is now a controversial figure, especially in the context of today's Black Lives Matter debate and discussions about colonisation, he offers rich opportunities for exploring different perspectives and contrasting interpretations. Pupils learn important lessons about seeing the impact of his voyages on the native population.

Key questions

content coverage/key concepts	Learning objectives	Learning activities	Learning resources	Outcomes / assessment
<p>1 Why do you think people remember Christopher Columbus?</p>	<p>Pupils can make simple deductions from individual images. The ship suggests he might be a sailor The telescope suggests he might be an explorer.</p> <p>They learn to build understanding progressively as more clues are revealed Highest attaining pupils make inferences e.g. <i>he is taking over a country the</i></p>	<p>History detectives. Pupils are given increasingly revealing clues to piece together to establish possible reasons for Columbus' fame. Clues are placed around the room as if an art gallery. Pupils with clipboards work in pairs to write simple words that come to mind having looked at each clue. Those pupils who will need help access the clues in numbered sequence to reduce barriers to learning.. Others access randomly</p>	<p><u>KQ1 PowerPoint contains 8 illustrated slides for the gallery activity</u></p> <p>Books: Christopher Columbus by Minna Lacey</p> <p>A ticket around the World by Melissa Owens</p>	

	<i>inhabitants don't look as well dressed/organised</i>	You gather their ideas on the IWB at end of gallery activity		
2 How did Columbus become famous?	<p>Pupils can sequence at least 4 <i>significant</i> events in Columbus' life</p> <p>Pupils can select appropriate connectives to link events ,using words such as, <i>After, next, then,</i></p>	<p>Teacher story-telling using images from PowerPoint as prompts</p> <p>Pupils sequence range of images of key events using selected images from PowerPoint</p> <p>Talking timeline Pupil as a whole class intersperse different spoken connectives between description of events</p>	<p>KQ2 PowerPoint presentation</p> <p>RS1 Time connective cards for sequencing</p> <p>https://www.youtube.com/watch?v=Qt7IiKuYMBY&t=27s.</p> <p>Useful short animation in which modern day children presenters interview Columbus. Although designed forKS2,it can certainly helpY2 pupils.</p>	
3 Why did Columbus risk his life to explore somewhere no-one alive had ever seen?	<p>Pupils can give 2 valid reasons for Columbus' actions</p> <p>They can explain why certain motives would not have driven him, showing awareness of what was likely at that time</p> <p>Higher attaining pupils can show real understanding of the role of the Spanish king and queen</p>	<p>Conscience alley: Should Columbus attempt the journey to the Indies or not?</p> <p>Pupils generate adjectives to describe how crew felt at different stages of the journey. Given all the dangers why did Columbus still want to go ahead.</p> <p>Diamond 4.Pupils are given six possible motives for Columbus (cut up diamond cards from RS1),2 of which are made-up. Pupils reject the</p>	<p>KQ3 PowerPoint presentation</p> <p>RS2 Conscience alley prompts</p> <p>RS1 Diamond 4 shapes</p>	

		<p>Zimposters and then create a new diamond shape by piecing together the four remaining motives, placing the MOST LIKELY at the top and LEAST likely at the bottom</p>		
<p>4 What was life like on board during such a long journey?</p>	<p>Pupils grasp the realities of this voyage that had never been attempted before, both the physical and the emotional They show awareness of period when posing historical questions</p>	<p>Pupils are shown images connected with the voyage e.g. size of the ship to establish a sense of context</p> <p>They are then read a simple account of the voyage RS1 .Based on this, and their original ideas, pupils come up with the greatest problems and fears sailors of the time would have experienced.</p> <p>Pupils work in small groups to consider possible hazards.</p> <p>The PowerPoint offers more clues Pupils rank the hazards in terms of what the sailors would fear most.</p> <p>Hot seating one of the sailors could also work with you in role</p>	<p>KQ4 PowerPoint RS1 Brief extract from a sailor's diary</p>	<p>Pupils annotate a picture of the crew on the ship with suitable adjectives in the space around the picture from slide 8 of PowerPoint</p>
<p>5 Did everyone think that Columbus was a hero?</p>	<p>Pupils understand that sailors at the time felt that Columbus took too much credit They grasp that opinion on Columbus today is divided</p>	<p>Who Wants to be a Millionaire? After being shown examples of anti-Columbus feeling in the world today, pupils are given 4 possible reasons that historians give for thinking he wasn't a hero. But which do the</p>	<p>KQ5 PowerPoint shows reasons why he is less popular now RS1 Speech bubble template</p>	<p>Pupils complete speech 2 speech bubbles giving reasons why he should not be considered a hero</p>

	<p>and can give a valid reason why.e.g. He wasn't the first to go to America He only found America by accident He treated the natives badly, taking their land for Spain and forcing some into slavery</p>	<p>pupils think they use most often? Pupils select from 4 options given on the Powerpoint slide. They show their understanding of criticisms of Columbus today by completing two speech bubbles</p>		
<p>6 How and why should we remember Columbus?</p>	<p>Pupils are able to suggest ways in which Columbus might be</p>	<p>Pupils are shown a range of ways in which Columbus is celebrated today on 12 October</p> <p>Pupils rank reasons why Columbus might deserve to be famous</p>	<p><u>KQ6 PowerPoint contains images of a range of commemorative events and objects etc</u></p> <p><u>RS1 Reasons for thinking Columbus might be famous</u></p> <p><u>RS2 Template for plaque writing activity</u></p>	<p>Pupils write a brief 30 word plaque on the plinth of a statue to Columbus, showing that they have selected the most important reasons for his fame and have left out peripheral details</p>