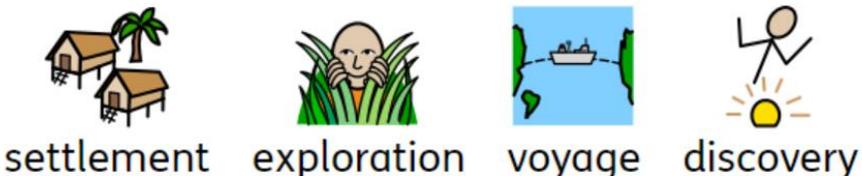
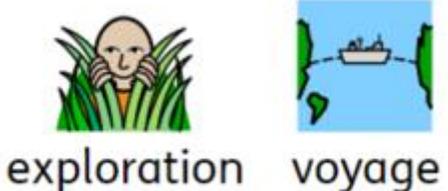
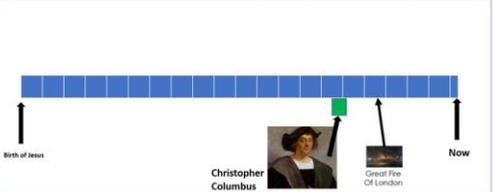
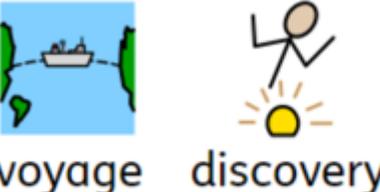
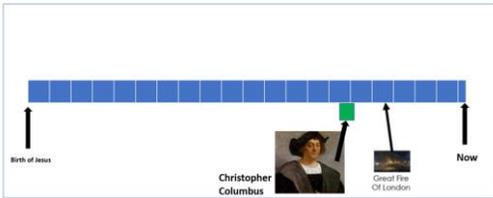


YEAR 2 SUMMER 1 - What kind of explorer would you be? - Christopher Columbus

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.

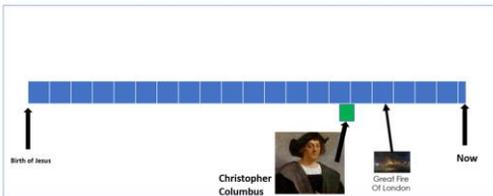
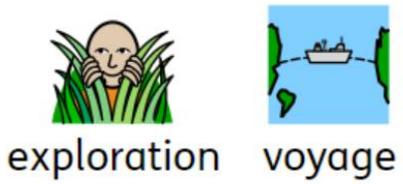
<p>Substantive Concepts</p>  <p>settlement exploration voyage discovery</p>		<p>Disciplinary concepts</p> <p>Sources and evidence.</p> <p>Historical significance.</p>		
<p>Prior knowledge</p>		<p>Prior knowledge</p> <p>Historical significance. (Florence Nightingale, Mary Seacole and Edith Cavell)</p>		
<p>Hook/use of outdoor area/trips: Explorer's hat. Compass. Telescope. Wooden boat outside.</p>				
<p>Cross-curricular links: Books: Christopher Columbus by Minna Lacey. A ticket around the World by Melissa Owens. Geography – Continents and Oceans. Writing – adventure stories. Non-chronological reports. What type of explorer would I be?</p>				
<p>Key questions Content coverage/concepts/timeline</p>	<p>The knowledge intended to be taught. What will they learn? What skill will they be learning?</p>	<p>Learning Activities</p>	<p>Learning resources</p>	<p>Outcomes/assessment</p>

<p>Why do you think people remember Christopher Columbus?</p>  <p>exploration voyage</p> 	<p>Make simple deductions from individual images. E.g. The ship suggests he might be a sailor. The telescope suggests he might be an explorer.</p> <p>People remembered CC because he was a famous explorer who went on important voyages.</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>Gallery images</p> <p>Explorer's hat – who could his belong to? Compass – what could this be used for? Telescope – what could this be used for?</p>	
<p>How did Columbus become famous?</p>  <p>voyage discovery</p>	<p>Pupils can sequence at least 4 <i>significant</i> events in Columbus' life 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 Ref to book - CC</p> <p>Pupils sequence range of images of key events using selected images from PowerPoint</p>	<p>Columbus - KQ2 - How did Columbus become famous? - Keystage History</p> <p>Animation https://www.youtube.com/watch?v=Qt7IiKuYMBY&t=27s.</p>	<p>Paragraph in books</p>



Talking timeline
 Pupil as a whole class interspersed different spoken connectives between description of events

What was Christopher Columbus' motivation?



Pupils can give 2 valid reasons for Columbus' actions.

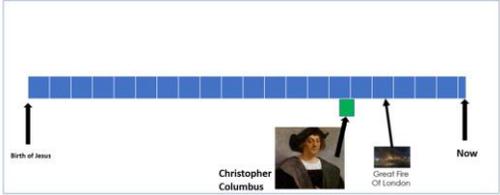
Columbus **wanted to find a new route to India, China, Japan and the Spice Islands.** If he could reach these lands, he would be able to bring back rich cargoes of silks and spices.

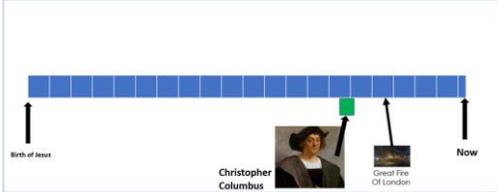
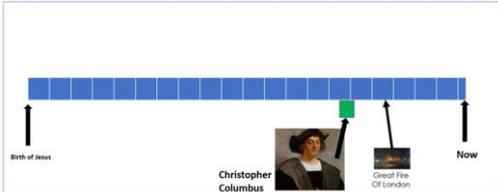
Conscience alley:
 Should Columbus attempt the journey to the Indies or not?
 Pupils generate adjectives to **describe how crew felt** at different stages of the journey. Given all the dangers why did Columbus still want to go ahead.

Diamond 4. Pupils are given six possible motives for Columbus, 2 of which are made-up. Pupils reject the 2 imposters and then create a new diamond shape by piecing together the four remaining motives, placing the MOST

[Columbus – KQ3 – What was Christopher Columbus' motivation?](#)
 Explorer's hat

Diamond and Paragraph in books

		<p>LIKELY at the top and LEAST likely at the bottom</p>		
<p>What was life like on board during such a long journey?</p>  <p>voyage</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 the 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</p>	<p>KQ4 – What was life like on board during such a long journey?</p> <p>KQ4 – What was life like on board during such a long journey?</p> <p>Ship</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>Did everyone think that Columbus was a hero?</p>  <p>exploration voyage discovery</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 and can give a valid reason why e.g.</p> <ul style="list-style-type: none"> • 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>with you in role</p> <p>Who Wants to be a Millionaire?</p> <p>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 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>KQ5 – Did everyone think that Columbus was a hero?</p>	<p>Pupils complete speech 2 speech bubbles giving reasons why he should not be considered a hero</p>
<p>How and why should we remember Columbus?</p>  <p>settlement exploration voyage discovery</p> 	<p>Pupils are able to suggest ways in which Columbus might be famous.</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>KQ6 PowerPoint contains images of a range of commemorative events and objects etc</p> <p>RS1 Reasons for thinking Columbus might be famous</p>	<p>Pupils write a brief 30 word plaque on the plinth of a statue to Columbus, showing that they have selected the</p>

			<u>RS2 Template for plaquewriting activity</u>	most important reasons for his fame and have left out peripheral details (summary skills - reading)
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