

- 1. WALT:** What do explorers do?
What do explorers take with them?
2 lessons

use information and evidence to describe differences between then and now, recount main events.

- KWL- know
- Order some significant explorers on a timeline. - book exercise
- Stick images of significant explorers onto the continent they explored on a map. Introduce captain cook

- 6. WALT:** Did Columbus and Cook achieve what they set out to do?

using sources to answer questions about the past based on simple observations.

- Intro: recap the expeditions and results.
- Who do you think was more successful and why?
- Empire

- 6. WALT: did people like...?**

using sources to answer questions about the past based on simple observations.

- Sources did people like....
- Did everyone treat him the same?
- Why did people treat him differently?
- Some people were suspicious of him

- 5. WALT:** Captain Cook in Hawaii. What happened on his final voyage?

sequencing events, pictures and artefacts.

- Timeline his experience.
- What challenges did he face finding Hawaii?
- Were they looking for Hawaii?
- <https://www.nationalarchives.gov.uk/education/resources/captain-cook-in-hawaii/>
- Sources
- <https://www.bl.uk/the-voyages-of-captain-james-cook/timeline>

Medium Term Mind Map

Year 2 Autumn 1

2021-22

- 2. WALT:** What do explorers do?
What do explorers take with them?
2 lessons

Compare aspects of life, identifying similarities and differences between different periods.

- KWL grid- Christopher Columbus, captain cook. Both worked for different monarchs.
- empire is...
- <http://www.youtube.com/watch?v=Kmwriy3a6sc>

Explorers: Christopher Columbus and Captain Cook

- 4. WALT:** What did they take back with them?

Compare aspects of life, identifying similarities and differences between different periods.

- What will they restock their ship with for the way home?
- Pineapples
- They brought back knowledge as well.
- Captain cook was given the title because no one died from scurvy.
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Previous Learning from Year 1:

- Develop an awareness of the past.
- Use common words and phrases relating to the passing of time.
- Know where all people/events studied fit into a chronological framework.
- Identify similarities/differences between periods.
- Use a wide vocabulary of everyday historical terms
- Ask and answer questions.
- Understand some ways we find out about the past.
- Choose and use parts of stories and other sources to show understanding.
- Identify different ways in which the past is represented

- 2. WALT:** How did Explorers Find their way? (Mapping and navigation for explorers)

use information and evidence to describe differences between then and now, recount main events.

- Landmarks on way to school
- Follow the journey of Christopher Columbus
- Captain cook more modern than Christopher Columbus
- What did they both use to travel? Size and shape of ships
- Sextant

- 3. WALT:** What did Columbus take with him compared to Captain Cook?

Compare aspects of life, identifying similarities and differences between different periods.

- Intro: give children suitcases and ask them what they will pack. Reiterate **need**
- Equipment they will need/ food
- Cans, keeping healthy- scurvy not enough vitamin c. Columbus had more scurvy than cook
- Wrap meat in salt to preserve
- What they need when they get there
- Venn diagram, active lesson