



# St Paul's Primary School, Newcastle. Glorifying Almighty God, and serving our community.

Investigate and interpret the past		Build an overview of world history	Understand chronology	Communicate historically
Class: 5/6B			Title: Explorers	
<b>Topic summary:</b> Throughout history many explorers have travelled across the world in search of fame and fortune, to spread religious beliefs or make scientific discoveries. These journeys of discoveries were almost always dangerous, but the rewards were great. Some explorers wanted to bring back treasures of gold. Others wanted to honour their king or queen. In more modern times, exploration continued as people tried to be the first to <u>achieve</u> something, such as reaching the south pole or climbing Mount Everest. Exploration brought about a <u>significant</u> change as people from different cultures and civilisations were able to mix and share new ideas, beliefs and languages.				
History Objectives			Unit of work end points	
<ul style="list-style-type: none"><li>• Use sources of evidence to deduce information about the past</li><li>• Select suitable sources of evidence, giving reasons for choices.</li><li>• Use sources of information to form testable hypotheses about the past.</li><li>• Understand that no single source of evidence gives the full answer to questions about the past.</li></ul> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <ul style="list-style-type: none"><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li><li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li><li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li></ul>			<ul style="list-style-type: none"><li>• List some reasons why; people go on explorations, the advantages of exploring and why explorers are significant in British history</li><li>• Investigate the impact on British society of exploration in the 16<sup>th</sup> and 17<sup>th</sup> centuries</li><li>• Compare and contrast the experiences of three explorers</li><li>• Demonstrate how exploration has evolved over time by placing significant explorations on a timeline</li><li>• List a famous exploration that helped advance science and technology</li><li>• Suggest why Amelia Earhart’s achievements are particularly significant</li><li>• Research information about Mount Everest to discover why it is an important mountain for climbers</li></ul>	
<u>Deeper learning:</u> <ul style="list-style-type: none"><li>• You have been asked to choose the greatest explorer in history. Who would you choose and why?</li><li>• Investigate how exploration is linked to the slave trade</li></ul>				
Key vocabulary			Important Dates	Questions?
Achieve	Succeed in doing something after lots of effort		<b>1000:</b> Leif Eriksson became the first European to reach North America <b>1405:</b> Zheng- He sailed from China to India <b>1492:</b> Christopher Columbus sailed to the ‘New World’ <b>1770:</b> James Cook (Captain Cook) reached the coast of Australia <b>1911:</b> Roald Amundsen reached the South Pole <b>1932:</b> Amelia Earhart flew Solo across the Atlantic <b>1953:</b> Sir Edmund Hilary reached the summit of Mount Everest <b>1969:</b> Neil Armstrong walked on the Moon	Where did most European explorers sail to in the 15 <sup>th</sup> and 16 <sup>th</sup> centuries? What is the difference between migration and exploration? What is a missionary?
Significant	Important			
Resources	Things people need			
Civilisation	Organised groups of humans with their own culture			
Expanded	Grew bigger			