



Knowledge Organiser

Subject: History

**Topic: Intrepid Explorers
Summer Term Two**

Year: 1

Key Knowledge

In this unit, Year One will find out when Christopher Columbus lived and what he was trying to achieve; Columbus's journey and what he discovered. Year One will also explore the impact of Columbus's voyage and what he brought back to Europe. They will then find out who Neil Armstrong is and why he is remembered today. Discover Neil Armstrong's landing on the moon and the impact this had on the world. Year One will be able to compare the lives and achievements of Columbus and Armstrong and evaluate their achievements. This unit should also aid the reinforcement of Geography knowledge linked to the continents. These skills will aid progression for Year 2.

Ensure explorers from other cultures are considered too: Ibn Battuta (Moroccan)
To hook the children's interest, try watching an episode of Dora the Explorer to start the conversation about the meaning of exploring, where they would like to explore and why.

<https://www.bbc.co.uk/bitesize/topics/zhpchbk>

Being an Historian/Key Skills Developed

- begin to use a range of evidence to interpret events, linking this to factual understanding about the past;
- begin to understand the usefulness and reliability of primary and secondary sources;
- begin to address questions about change, cause, similarity and difference, and significance;
- begin to develop a chronologically secure knowledge and understanding of British history; (have a visual concept of when these events happened)
- identify connections over time – how travel and exploration has evolved..

Multi-Disciplinary Skills

The pupils begin to develop a sense of chronology through the use of timelines; children will use a visual representation to understand time – in RE they will have learned about Jesus so he can be a visual marker for children.

The pupils will be able to use their locational knowledge of the continents to identify specific locations linked to Christopher Columbus.

The pupils will use their prior knowledge linked to the homes unit to place Christopher Columbus and Neil Armstrong on a time line. This skill is needed for progression in Year 2. This unit allows opportunity to briefly consider forces and the planets/Moon.

**The Big
Question**

Key Concepts

Time, Change, Chronology:

create a sense of period and time, sequence when things happened; what changed and what continued; what we might see as progress.

Reasons and Results:

explain why things happened, how people made a difference? What followed as a result of these events?

Historical Evidence:

what do we use to find out about the past? How can we use this material safely to produce the best history.

Let's Go Exploring!

Key Vocabulary	
Generic Vocabulary	In the past, a long time ago, modern, old, living memory, decades, similar, different, in my lifetime, significant, artefact, consequence, impact.
Explorer	A person who sets out to discover a new or unfamiliar area.
Voyage	A long journey involving travel by sea or space.
Navigator	A person who directs a ship, aircraft, etc. This person uses maps to find out where to go.
Astronaut	A person who goes into space.
Christopher Columbus	The explorer who discovered the Americas.
Neil Armstrong	The explorer who was the first to set foot on the moon.
NASA	National Aeronautics and Space Administration



Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
All About Me – To begin to identify similarities and differences.	Intrepid Explorers – This unit will develop an interest in the wider world and the achievements of others.	Famous Queens – look at power, changes over time, inventions and impact on lives today.	Invaders and Settlers: Romans – The impact on Britain from 43AD to the 5 th Century.	The Windrush Generation – The impact on Britain from 1948 to the present day.	Rebuilding Britain After World War II. This unit will look at how Britain was rebuilt. Ch can use prior knowledge of Year 2 and the impact of a devastating event.	Trans-Atlantic Slave Trade – This unit looks at the impact of slavery on people, linked to the original idea of