

Explorers Unit: Unit 13

Class:	Teacher:	Study Title:	ES Outcome	People in Past	Level C/D
Term:	Date:	Duration:			
Knowledge and Understanding Attainment Targets Level C/D	Learning Outcomes for: Explorers Unit	Pupil Experience/Activity Skills based and KU Activities Including Informal Assessment (show sequence if not written in order)	Skills Attainment Targets Highlight the Emphasis for Teaching Level C		
<ul style="list-style-type: none"> Put a series of events with their chronological dates in order – C. Identify important features of a development that have changed over an extended period of time, eg transport, the role of women – D. Explain in simple terms why these features were important and describe what effects they had on people's lives – D. Place a number of events from a specific historical development on a timeline that crosses the BC/AD divide – D. Suggest a variety of sources of information about the past and what use they might be to someone studying the topic – D. 	<ul style="list-style-type: none"> To be able to put key explorations in world history on a BC/AD timeline with a focus on the 15th – 17th centuries. To have an understanding of how exploration changed people's view of the world and affected trade, travel and culture. To understand trade, travel and cultural developed with advances made in technology particularly in shipping and navigation. To know some of the key people and events that brought about changes such as the discovery of new lands – Columbus, Vasco da Gama, etc. To know how old maps/documents were used to reveal the changes over time in the view of the world. 	See ACTIVITY SHEETS starting on page 86.	<p>Level C Skills Pupils are able to:</p> <p>Preparing for the task:</p> <ul style="list-style-type: none"> plan a sequence of activities for tackling an enquiry, class or homework task. suggest relevant sources of information that might assist in a particular enquiry task. <p>Carrying out the task:</p> <ul style="list-style-type: none"> select and record specific information for a given purpose from a variety of sources available in the school or local community. select simple techniques to process/classify straightforward information in a variety of ways. distinguish in an elementary way between fact and opinion, fact/truth and fiction. <p>Reviewing and reporting on the task:</p> <ul style="list-style-type: none"> present findings in a report, communicating key points clearly. present conclusions giving reasons. 		

Explorers Unit (cont'd)

Cross Curricular Links	Resources	Assessment (formal assessment – sample or teacher observation record to be kept in folio as evidence)	Evaluation
<p>Language Reading for information/research, poetry on the sea/ships and travel, imaginative writing about being on a ship that discovered a new land.</p> <p>Music Sea Shanties, Fingal's cave to listen to.</p> <p>Art Design and make old maps, models/collage/paintings of The sea/old sailing ships, ships in a bottle.</p> <p>Drama Life for the sailors on board ship/in a storm/ship wrecked.</p> <p>Mapwork World maps/different projections of the world.</p>	<p>Sound Learning tape A Voyage with Francis Drake (* add address from your notes)</p>	<p>Explorers page 3</p>	
<p>Assessment Strategies:</p> <p>Informal: Observation, active listening, questioning, setting task (worksheet, jotter work, homework) pupil self assessment, peer assessment, presentation to class, brain storming, annotated diagrams</p> <p>Formal: Knowledge/understanding – End of topic test, summarising activity, demonstration of understanding in (state context, eg project) Skills – Investigation, tasks focussed on aspects of skills (specify task and skill strand which it is to assess) enquiry/research task, personal booklet or file on a topic.</p>			

Explorers – Assessment Level C/D

- 1 What did people think about the earth before the great age of exploration in the 15th century?
- 2 What evidence do we have that people's view of the earth changed over time?
- 3 When British people discovered new lands (eg The Far East and The Americas) what sorts of things did they bring back to their own country?

FAR EAST

AMERICAS

- 4 How did better navigational instruments, better ships and more detailed maps help explorers?
- 5 Explorers such as Columbus and Vasco da Gama made many discoveries – in what ways, good and bad did they change the lands they discovered? (Answer on the back.)

People in the Past			Sense of History	Explorers C/D		
	ISBN	Author	Title	Price		
	1852107820	Baquedano, Elizabeth	Aztec (Eyewitness Guides)	£10.00		
	0750218533	Blackwood, Alan	Age of Exploration	£6.00		
*	0431104670	Burns, Peggy	Explorers (Famous Lives)	£9.00		
	0431104662	Champion, Neil	Sir Francis Drake (Groundbreakers)	£11.00		
		Champion, Neil	John Cabot (Groundbreakers)	£11.00		
		Chrip, Peter	Voyages to the New World	£9.00		
*	0744528887	Johnstone, Michael	History News – Explorers	£10.00		
	0863187935	Kentley, Eric	Boat (Eyewitness Guides)	£9.00		
		McDowell, David	Columbus Project Book	£8.00		
	0582073103	Mason, James	Explorations Resource Book	£5.00		
*	0863186467	Matthews, Rupert	Explorer (Eyewitness Guides)	£10.00		
		Morter, Peter	Great Atlas of Discovery	£11.00		
	0431104654	Reid, Straun	Ferdinand Magellam (Groundbreakers)	£11.00		
*	0133634677	Wilsher, Jane	Spices (Threads)	£6.00		

Activities to Match Units

Explorers Level C/D

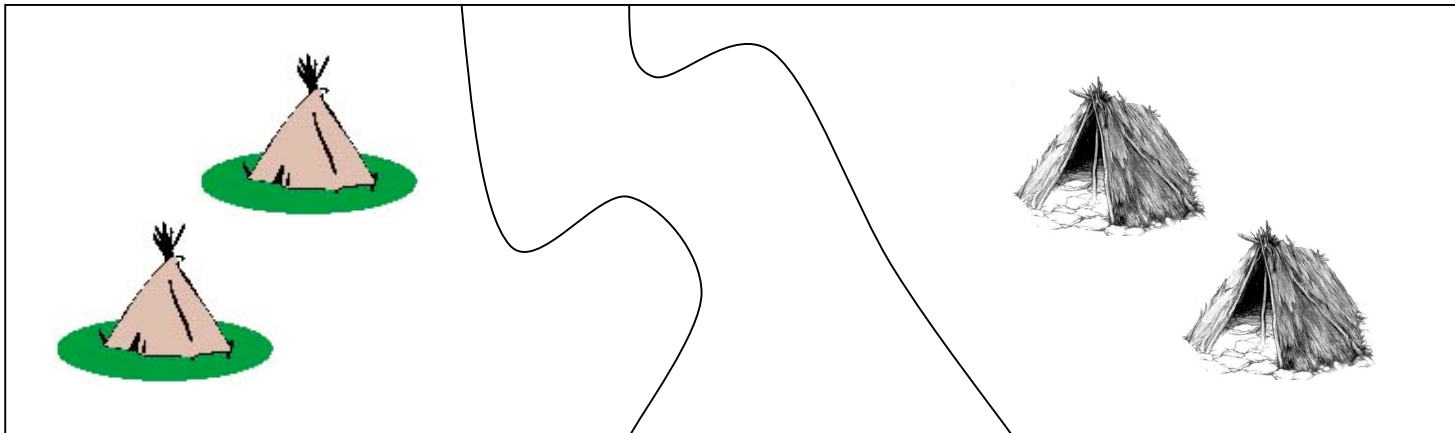
Introduction to the unit – Our World

Look at the globe with the children. Where are we? Pinpoint our location and then go on to discuss other locations we are familiar with through holidays, the media or prior learning. **Using an atlas** colour and label their own blank world map with names of continents and different physical or geographical features.

How do we know about different parts of the World? How can we discover new things? **Discuss** travel by plane and more exotic holiday destinations. Browse through travel brochures. Establish that this is what we know now but what about people in the past? What did they think of the World? Where did their ideas come from?

Introduce/revisit the concept of a **timeline** with the children. Create a BC/AD timeline on the classroom wall, making these abbreviations clear to the children. The timeline should run from the Egyptians to the modern day. Mark on any historical events with which the children may be familiar (Ancient Rome, the birth of Christ) and mark on where we are now.

Problem solving task to establish the importance of boats to early trading. Present the children with a simple map showing two settlements divided by a river (a model could also be created using modelling clay and water) .



The river is too wide for a bridge so how can these two settlements begin trade? Draw or make boats and explain how they solve the problem.

Role Play – Divide the class into 2 groups. 1 group will play the tribe from the left bank of the river and one from the right bank. The groups will complete a profile sheet detailing different aspects of their life. They will then pair up with a member of the opposite tribe to discover things about each other's life.

THE RIGHT BANK TRIBE

HOME We live in tents made from animal skins.

CLOTHES We wear animal skins like fur.

FOOD We eat meat from the animals.

COOKING We make special pots from the river clay and cook our meat on the fire which we fuel with dry grass because there are no trees.

HUNTING We use a bow and arrow to hunt.

THE LEFT BANK TRIBE

HOME We live in wooden huts which we make from the dead trees in the wood.

CLOTHES We wear leaves from the trees in the forest.

FOOD We eat nuts, berries and fruit from the forest.

COOKING We don't cook anything we just eat things raw.

HUNTING We don't hunt because we only eat nuts and berries and fruits.

It is important that each group lives without something e.g. the right bank tribe have no large trees nearby so cannot build wooden houses or gather fruit, the left bank tribe have no animals on their side of the river so they can only eat fruit and have no warm clothes made from animal skins. Once the children have found out everything about the other tribe discuss as a class the benefits of travel and exploration. How will each tribe benefit from trade and sharing ideas?

Add the invention of the compass to the timeline. Add the invention of larger ships to the timeline. Group discussion – what did these two things mean for explorers? Talk about sea voyages. Plan a sea voyage in groups. What will we need? What dangers might we face? (support E.S. learning in mathematics by looking at maps, direction, describing familiar routes and bearings).

Research Task In groups research and report to the rest of the class on a given explorer. Choose 5 (one of which should be Christopher

Columbus) from Leif Eriksson, Marco Polo, John Cabot, Christopher Columbus, Ferdinand Magellan, Sir Francis Drake, James Cook, David Livingston, Robert Scott, Ernest Shackleton (or whichever information books are in the McDonald Road Resource Library box).

Complete fact files and add explorers to the timeline, pay particular attention to how the explorers affected the lands and the lives of peoples they encountered

Name	
Date	
<u>EXPLORER FACTFILE</u>	
NAME	
D.O.B.	
NATIONALITY	
.....	
FIRST VOYAGE (Transport? Route? Destination?)	
.....	
.....	
DISCOVERIES/ACHEIVEMENTS	
.....	
.....	
PROBLEMS ENCOUNTERED	
.....	
.....	
HOW WILL THEY BE REMEMBERED? (Good things and bad things!)	
.....	
.....	

Atlas work – What do we mean by the Americas? What do we mean by the Far East? List the modern day countries which were known as the Americas and those which were part of the Far East.

From a selection of every day foods and materials discuss and sort which ones came as a result of exploration of other lands? Which ones came from the Americas and which ones from the Far East? Sketch 3 items from each and identify the country of origin and, even better, the explorer who made the discovery!

DISCOVERIES FROM FAR AWAY LANDS		
<u>THE AMERICAS</u> Potatoes Pineapples Tobacco	<u>THE FAR EAST</u> Silk Jewels Camels	<u>ORIGINATED IN EUROPE</u>