

Y2 – Famous explorers – Where have humans explored?

Lesson 2

Lesson	2 of 6	National Curriculum links	Key lesson question	Why do people explore?
Learning objective	I understand and can explain why explorers choose to explore.			
	NC KS1: Children will: - ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events - know about changes within living memory, where appropriate, these should be used to reveal aspects of change in national life			
	Resources - lesson presentation (PPT) - additional challenge – included in the PPT - practical activity ideas - activity worksheet and pictures			

Teaching input

- Historical skills** – Review the ‘Key historical skills’ and ‘Supporting enquiry skills’ that the children will use in this lesson. They are highlighted on this slide.
- Where have humans explored?** – This slide shows the questions that the children will look at throughout this unit. The question for this lesson is highlighted.
- Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Have any of the children heard these words before? Did they already know their meanings? You could give the children examples of the words in context.
- Cause and consequence** – Introduce Gareth. Read what Gareth says about the key historical skill, ‘Cause and consequence’. Use this slide to teach the children what these terms mean. They will be used multiple times throughout the unit, and the children need to know what they mean. Each lesson will focus on a different key historical skill.
- Let’s discuss** – Use this slide to recap one of the types of explorer from the previous lesson. Ask children to discuss the questions with their learning partners, in groups or as a class. Take feedback from the class before the answers are revealed on the following slide.
- Charles Darwin** – Use these two slides to share the information about the famous explorer, Charles Darwin.
- Let’s recap** – Use this slide as a check point to see if the children understand why Charles Darwin became an explorer. Take feedback from the class before the answer is revealed on the following slide.
- Let’s watch** – The children are introduced to another famous explorer, Neil Armstrong. Watch the video clip to find out more about his exploration in space.
- Extreme explorations** – This slide introduces the challenges that an explorer might face, which will give some context as to why some explorers choose to explore.
- Let’s discuss** – Ask children to discuss the question with their learning partners, in groups or as a class. Take feedback from the class before possible answers are revealed on the following slide.
- Activity** – Children will be given speech bubbles of an unknown famous explorer with information about their motivation to explore on their activity worksheet. Print the photographs of the five famous explorers and stick them around the room or place them on tables. Children should match the speech bubbles to the relevant explorer. Encourage the children to think about which clues helped them and whether their reason could belong to more than one of the explorers (there is potential overlap in motivations). Children can discuss these questions with their learning partners before sharing their feedback with the class. The answers are revealed on the following slide.
- Challenge** – The children are to discuss the question with their learning partners, in groups or as a class. Take feedback from the class and encourage them to use any wider knowledge to support their thinking before possible answers are revealed on the following slide.

Main activity	Challenge
Children will be given speech bubbles of an unknown famous explorer with information about their motivation to explore on their activity worksheet. Print the photographs of the five famous explorers and stick them around the room or place them on tables. Children should match the speech bubbles to the relevant explorer. Encourage the children to think about which clues helped them and whether their reason could belong to more than one of the explorers (there is potential overlap in motivations). Children can discuss these questions with their learning partners before sharing their feedback with the class. The answers are revealed on the following slide. This activity could be done in smaller table groups with each speech bubble being discussed before pairing it with the relevant explorer.	Sylvia Earle, an oceanographer, wanted to change the planet. How can explorers make our world a better place?

Cumulative quiz questions	Self-assessment	Key vocabulary
4. Name a famous explorer that you have learnt about. 5. Give two reasons why someone might want to become an explorer. 6. Which explorer wanted to learn more about the sea and help planet Earth?	- I can name some famous explorers. - I can talk about the challenges explorers face and the reasons they became explorers.	discover – to find or learn something for the first time challenge – something that is very difficult curious – wanting to know or learn more about something explorer – a person who explores a new or unfamiliar area voyager – a person who goes on a long journey