

Famous explorers

Where have humans explored?

Lesson 2: Why do people explore?



Grammarsaurus

Historical skills

Key historical skills



Chronology



Evidence and interpretation



Similarity and difference



Cause and consequence ✓



Change and continuity



Historical significance

Supporting enquiry skills



Understanding timelines



Studying evidence



Sifting arguments



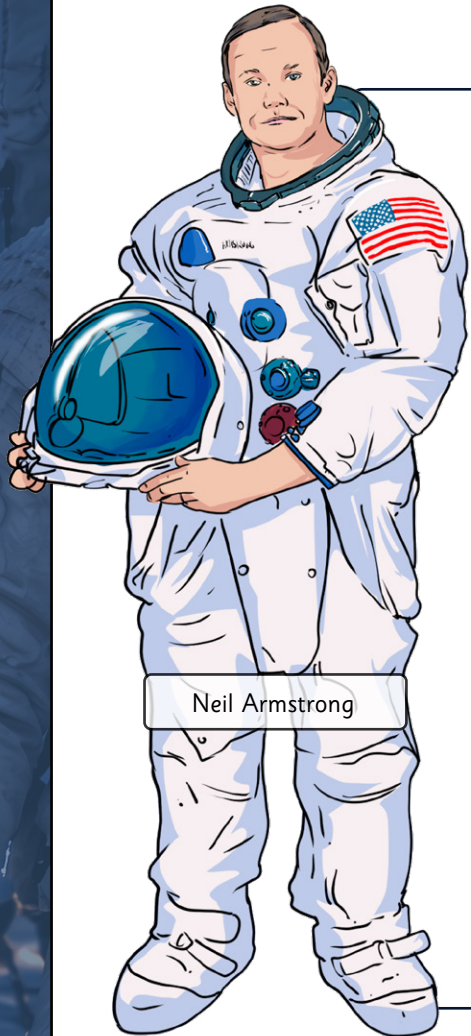
Developing perspective and judgement



Thinking critically ✓



Asking and answering questions



Neil Armstrong



Where have humans explored?

Lesson 1: How can we find out about the past?

Lesson 2: Why do people explore?

Lesson 3: Who are some important explorers from the past?

Lesson 4: What are some famous explorations of the past?

Lesson 5: Can we compare different explorations?

Lesson 6: How have explorations changed over time?



Roald Amundsen



Amelia Earhart



Key vocabulary for this lesson



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



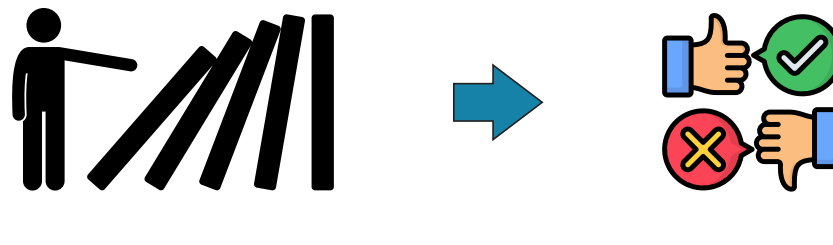


Cause and consequence



Hi! My name is **Gareth**, and **I am a historian**. I use the key historical skill '**cause and consequence**' to help me understand **how one event led to another**.

For example, something that happened long ago can **cause changes** that affect how people live today. My job is to **learn about these events, understand them, and explain** why they **still matter today**.



Let's discuss

Discuss the questions below with your **learning partner**.
Use the **sentence starters** to help you.

What type of
explorer is this?

This is an...

Where do they
explore?

They explore...



What
special
equipment
might this
type of
explorer
need?

They might
need...



Be ready to **share your feedback** with the class
before the **answers** are revealed.



Let's discuss

answers

What type of explorer is this?



This is an astronaut
(a type of voyager).

Where do they explore?

They explore space.



What special equipment might this type of explorer need?

They might need a spacesuit, breathing equipment and boots.

Charles Darwin

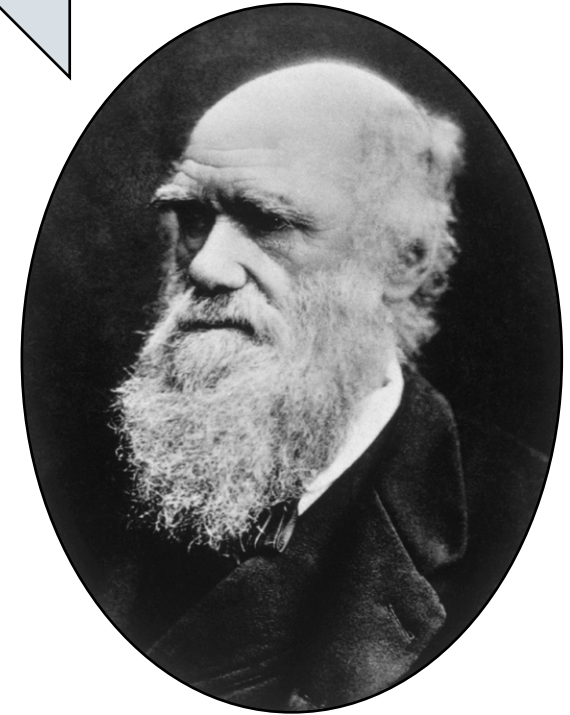
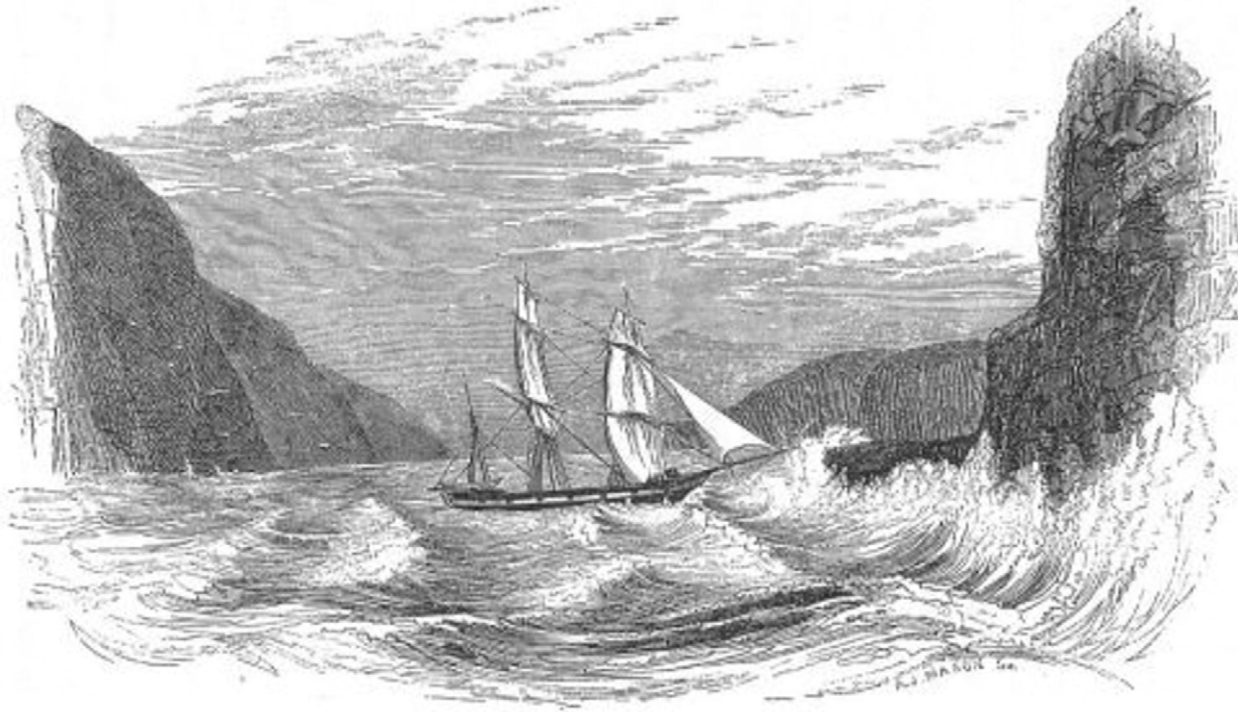


Cause and
consequence



Exploration

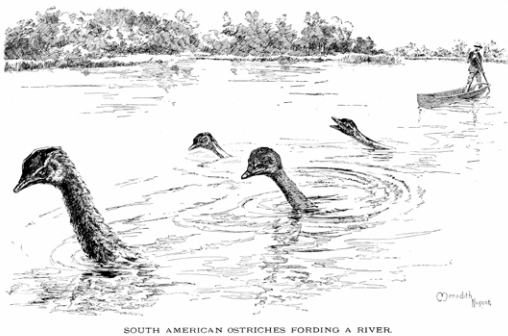
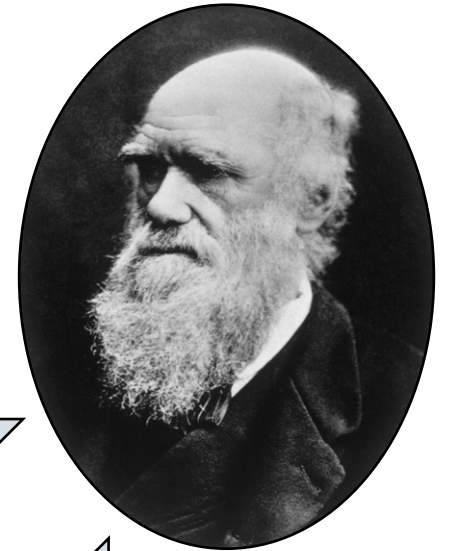
Hello, my name is **Charles Darwin**. I am a well-known **voyager**  and **explorer** . I have always been fascinated by **animals**.



Charles Darwin



I remember collecting beetles when I was younger! Some people thought it was a strange hobby, but I loved learning more about them. I explored **rainforests** in **South America** and couldn't believe my eyes!



There were so many **mammals, birds, insects and sea creatures** for me to **discover** 🌍🔍. I also found **fossils** on my travels and started to spot similarities between things that had lived many years before and things that were still alive!



Let's recap



Charles Darwin became an explorer because...

- a) He was fascinated by animals and wanted to learn more about them.
- b) He wanted to visit South America.
- c) He wanted to be a famous explorer.

Which one do you think is **correct**?

Discuss this question with your learning partner.
Be ready to **share your feedback** with the class.

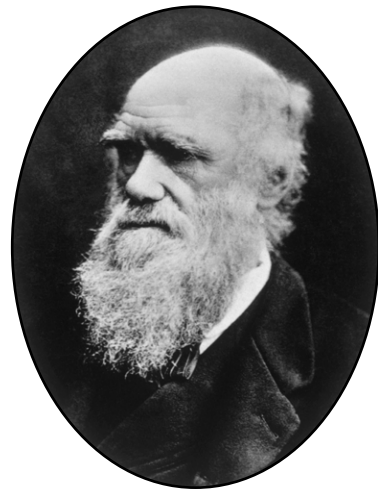


Let's recap

answers



Charles Darwin became an explorer because...
...he was fascinated by animals and wanted to learn more about them.



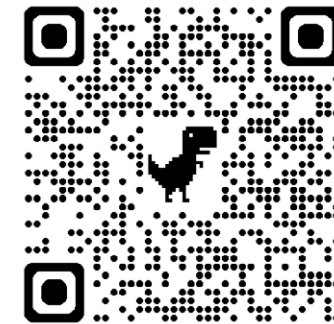
Let's watch



Hello! My name is **Neil Armstrong**. I was part of the winning team in a race to put a man on the **Moon**.

I was the **first human to walk on the Moon**. I said these famous words:
“That’s one small step for man, one giant leap for mankind.”

Watch this video to learn more about my exploration.



<https://www.bbc.co.uk/bitesize/articles/z4w3mfr>



Extreme explorations

Before explorers  go on an exploration, they need to think carefully about where they are going and **what they might need**.

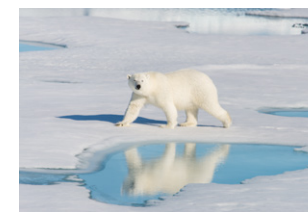
Every exploration  needs **special equipment** and planning to succeed. Some places on Earth can be **dangerous**, and it might be **difficult to survive** if you aren't prepared.

Explorers might face challenges such as:

extreme weather



dangerous animals



Let's discuss



Cause and
consequence



Thinking
critically



Exploration



Discuss the question below with your **learning partner**.

Why do you think someone would want to become an explorer? 

Be ready to **share your feedback** with the class before the **answers** are revealed.

Use the following sentence starters to help you:

“I think someone would want to be an explorer because...”

“Being an explorer means...”

“Even though it’s dangerous, someone might want to explore because...”



Let's discuss

answers



Cause and
consequence



Thinking
critically



Exploration



There are many reasons why humans want to explore, and you might have thought of other ideas. You might have said:

- to **learn** new things
- because we are **curious** about other places 
- to **challenge** ourselves 
- to be the **first to discover** a new place 
- to **make a difference** in our world and make it a better place
- to make amazing **discoveries** 



Activity



Around the room, you will see **photographs** of some famous explorers.

There are different '**reason**' cards for becoming an explorer on your **activity worksheet**. Walk around the room and find the explorer that you think **matches**.

Write their **name** under the reason.

When you have found all the answers, **discuss the following questions** with your **learning partner**:

- What clues helped you?
- Could your reason belong to anyone else?
- What happened because of their exploration?

Be ready to **share your feedback** with the class before the **answers** are revealed.



Cause and
consequence



Exploration

Activity



I am Amelia Earhart.
I was an aviator.

Activity

Look at the photographs of explorers around the room.
Match the **reason** to the **famous explorer** and write their name in the box.

I loved animals and wanted
to find out more about them.



I wanted to break records
and complete new
challenges even though it
was difficult for women.



I wanted to be part of the team
that explored a new place.



I wanted to be the first
human to reach the
North Pole in the Arctic.



I wanted to learn more about
the sea and help the planet.



Activity

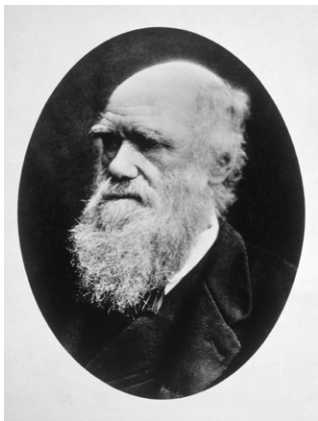
answers



Cause and consequence



Exploration



Charles Darwin

I loved animals
and wanted to
find out more
about them.



Amelia Earhart

I wanted to break
records and complete
new challenges even
though it was difficult
for women.



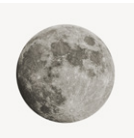
Sylvia Earle

I wanted to
learn more
about the
sea and help
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Neil Armstrong

I wanted to be
part of the
team that
explored a
new place.



Roald Amundsen

I wanted to
be the first
human to
reach the
North Pole
in the Arctic.



Challenge



Cause and
consequence



Thinking
critically



Exploration

Discuss this question with your learning partner:

Sylvia Earle, an oceanographer , wanted to change the planet. How can explorers make our world a better place?



Neil Armstrong

Be ready to **share your feedback** with the class
before the **answers** are revealed.

Use these sentence starters to help you:

“Explorers can make the world a better place by...”

“The more people explore, the better the world will be because...”



Amelia Earhart



Challenge

answers



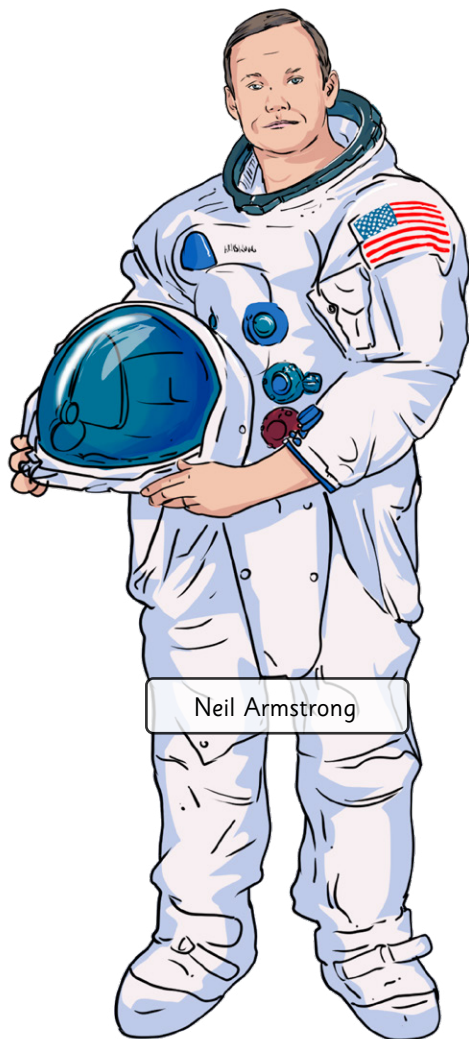
Cause and
consequence



Thinking
critically



Exploration



Neil Armstrong

You might have said, explorers make our world a better place by:

- teaching us about different animals and places, so that people take care of the world around them
- helping us understand why it is important to look after the world around us
- making us aware of problems, so that more people take action and fight for change
- showing us how humans can do great things and inspiring others to do the same



Amelia Earhart

