



# Where have humans explored?

## History - KS1 - Lesson 2



### Lesson 2 Focus

Why do people explore?

### Resources

- Lesson presentation (PPT).
- Main activity worksheet x 4 information sheets.
- Main activity answer worksheet (matching up activity).
- The additional challenge is included in the PPT.

### Teaching Input: To understand how we know about the past

- **Where have humans explored?** – Go through the key questions and the historical skills used to answer those questions.
- **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? Can they use any of the words in a sentence? e.g. 'An astronaut goes into space.'
- **Cause and Consequence** – Teach the children what these terms mean. The children will use them multiple times throughout the unit and need to build an awareness of what they mean. Each lesson will focus on a different key historical skill.
- **Can you remember?** – Recap what has been learned in the previous lessons. Can they remember any special equipment mentioned in the last lesson that explorers need to have with them? Children are to discuss this with their learning partners, in groups or as a class. Take feedback from the class before the suggested answers are displayed on the following slide. Emphasise to the children that some expeditions need a lot of special equipment.
- **Extreme explorations** – Make it clear to the children that being an explorer isn't easy. It's often dangerous, and explorers need lots of specialist equipment to survive. Discuss the extreme temperatures on some expeditions and the reality of some very dangerous animals that explorers might face. With this in mind - why do they think people decide to become explorers? Children are to discuss this question with their learning partners, in groups or as a class. Take feedback from the class.
- **Let's meet some famous explorers!** – Introduce the children to Charles Darwin. Choose a child to be Charles Darwin and let them read what he has to say about his explorations.
- **Charles Darwin activity** – Children are to read the reasons Charles Darwin became an explorer with their learning partners, in groups or as a class. Take feedback from the class before the answer is revealed on the following slide.
- **Neil Armstrong** – Introduce the children to Neil Armstrong. Choose a child to be Neil Armstrong and let them read what he has to say about his explorations.
- **Neil Armstrong activity** – Children are to read the reasons Neil Armstrong became an explorer with their learning partners, in groups or as a class. Take feedback from the class before the answer is revealed on the following slide.
- **Activity 1** – Explain the main activity to the children.
- **Why do we explore?** – Read through some of the reasons that humans explore. Did the children come up with any of these reasons in their discussions?
- **Challenge** – Children are to discuss the question on the slide with their learning partners, in groups or as a class. Take feedback from the class.
- **Success criteria** – Go through the success criteria and answer any of the children's questions.

### Main Activity – Why do people explore?

Children are to move around the room, looking at the different pictures of famous explorers with explanations. These pictures could be printed on large sheets of paper, stuck to the walls, or left on tables for children to see. The children are to discuss with their learning partner why each explorer decided to explore. They are to show their answer using the matching-up answer sheet. This gives the names of the explorers and the reasons why they decided to explore - but jumbled up. Children need to match these up.

### Challenge:

How can explorers make our world a better place?

### Self-assessment:

I can say why some famous explorers explored.

### Assessment Questions:

Can you name three reasons why humans explore?

### Key Vocabulary

**astronaut** - a person trained to travel in a spacecraft

**oceanographer** - a person who studies the oceans and all that lives in it

**mountaineer** - a person who climbs mountains