



| Autumn 1 – Space – Neil Armstrong                                                                                                                                           |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                             |                                                  |                               |
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| Week 1                                                                                                                                                                      | Week 2                                              | Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Week 4                                            | Week 5                                                                                                                                      | Week 6                                           | WEEK 7 REMOVED FOR TRANSITION |
| <p>LO – To know who Neil Armstrong is and what makes him an explorer. (Ensure link to world map – countries, continents and seas)</p> <p>To role play the Moon Landing.</p> | <p>LO – To write a recount of the moon landing.</p> | <p>LO – To know who Tim Peake is and what makes him an explorer. (Ensure link to world map – countries, continents and seas)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>LO – To write a fact file about Tim Peake.</p> | <p>LO – To find North America and UK on a globe/world map.</p> <p>To explore UK and North America (geography, culture, native animals).</p> | <p>LO – To compare the UK and North America.</p> |                               |
| <p><b>National Curriculum Objectives</b><br/>Geography, History</p>                                                                                                         |                                                     | <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans</li> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.</li> <li>Use simple compass points and locational/directional language to describe location of features or routes on a map.</li> <li>Events beyond living memory that are significant nationally or globally.</li> <li>The lives of significant individuals that have lives in the past – contributing to national or international achievements</li> <li>Significant historical events, people and places in own locality.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |                                                   |                                                                                                                                             |                                                  |                               |
| <p><b>Skills</b><br/>Geography, History</p>                                                                                                                                 |                                                     | <ul style="list-style-type: none"> <li>Locate and name on UK map major features eg. London, river Thames, home location and seas.</li> <li>Investigate their surroundings.</li> <li>Explore a large scale OS map</li> <li>Use an infant atlas to locate places.</li> <li>Children encouraged to ask simple geographical questions eg. where is that? What's it like?</li> <li>Locate continents</li> <li>Draw a map or a real/imaginary place (eg. add detail to a sketch map from an aerial photograph.</li> <li>Begin to spatially match places. (recognise UK on a small and large scale map)</li> <li>Find land/sea on a globe.</li> <li>Make simple comparisons between features of different places.</li> <li>Use a class agreed symbols for a simple key.</li> <li>Identify features on aerial/ oblique photographs.</li> <li>Follow direction (NSEW)</li> <li>Look down on objects to make a plan view.</li> <li>Use a plan view.</li> <li>Sequence photographs etc from different periods of time of their life or a specific time period</li> </ul> |                                                   |                                                                                                                                             |                                                  |                               |



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|                   | <ul style="list-style-type: none"> <li>Sequence artefacts closer in time</li> <li>Recount the main events from a significant event in history.</li> <li>Use NF books, stories, maps, pictures/photos and internet as a source of information.</li> <li>Compare pictures or photographs of people or events in the past.</li> <li>Develop empathy and understanding through speaking and listening (hot seating, role play)</li> <li>Understand and use words past and present when telling others about an event.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>Use a wide range of information to answer questions.</li> <li>Describe objects, people or events in history.</li> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>Use timelines to order events or objects or place significant people.</li> </ul> |
| Example Resources | <ul style="list-style-type: none"> <li>Nasa blog post - <a href="https://www.nasa.gov/mission_pages/apollo/apollo11.html">https://www.nasa.gov/mission_pages/apollo/apollo11.html</a></li> <li>The School Run - <a href="#">Space Exploration</a></li> <li>One Giant Leap by Don Brown</li> <li>Stories read in space - <a href="https://storytimefromspace.com/">https://storytimefromspace.com/</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Autumn 2 – Robert Scott – North and South Poles     |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                |                                        |                                       |
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| Week 1                                              | Week 2                                                                                                               | Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Week 4                                                         | Week 5                                 | WEEK 6 & 7 REMOVED FOR CHRISTMAS PREP |
| LO – To label hot and cold areas of the world.      | LO – To know why Robert Scott is a significant explorer. (Ensure link to world map – countries, continents and seas) | LO – To make a timeline of Robert Scott's expeditions.                                                                                                                                                                                                                                                                                                                                                                                                                          | LO – To describe the conditions of Robert's Scott expeditions. | LO – To find out about global warming. |                                       |
| National Curriculum Objectives<br>Geography History |                                                                                                                      | <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans</li> <li>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.</li> <li>Use simple compass points and locational/directional language to describe location of features or routes on a map.</li> <li>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> |                                                                |                                        |                                       |



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|                                           | <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• The lives of significant individuals that have lives in the past – contributing to national or international achievements</li> <li>• Significant historical events, people and places in own locality.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Skills</b><br><b>Geography</b> History | <ul style="list-style-type: none"> <li>• Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Use an infant atlas to locate places.</li> <li>• Children encouraged to ask simple geographical questions eg. where is that? What's it like?</li> <li>• Locate continents</li> <li>• Draw a map of a real/imaginary place (eg. add detail to a sketch map from an aerial photograph.</li> <li>• Begin to spatially match places. (recognise UK on a small and large scale map)</li> <li>• Use an infant atlas</li> <li>• Find land/sea on a globe.</li> <li>• Make simple comparisons between features of different places.</li> <li>• Use a class agreed symbols for a simple key.</li> <li>• Identify features on aerial/ oblique photographs.</li> <li>• Follow direction (NSEW)</li> <li>• Look down on objects to make a plan view.</li> <li>• Use a plan view.</li> <li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given.</li> <li>• Use timeline to place important events.</li> <li>• Use NF books, stories, maps, pictures/photos and internet as a source of information.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Develop empathy and understanding through speaking and listening (hot seating, role play)</li> <li>• Understand and use words past and present when telling others about an event.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>• Use a wide range of information to answer questions</li> <li>• Describe objects, people or events in history,</li> <li>• Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>• Use timelines to order events or objects or place significant people.</li> </ul> |
| <b>Example Resources</b>                  | <ul style="list-style-type: none"> <li>• Video with pictures of expedition - <a href="https://www.youtube.com/watch?v=eef5DA1pvug">https://www.youtube.com/watch?v=eef5DA1pvug</a></li> <li>• Further pictures and information - <a href="https://www.coolantarctica.com/Antarctica%20fact%20file/History/Robert-Falcon-Scott3.php">https://www.coolantarctica.com/Antarctica%20fact%20file/History/Robert-Falcon-Scott3.php</a></li> <li>• Video by the Met Office - <a href="https://www.youtube.com/watch?v=Aqzqzbi_BdQ">https://www.youtube.com/watch?v=Aqzqzbi_BdQ</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



- Robert Scott Diaries - <http://www.bl.uk/turning-the-pages/?id=12878b6a-36b9-44db-a940-365b21bfe524&type=book>

| Spring 1 – Kenya and Africa                                                      |                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                        |                                                     |                                                                              |   |
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| Week 1                                                                           | Week 2                                | Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Week 4                                 | Week 5                                              | Week 6                                                                       | X |
| LO – To find out where Africa is located in the world and what seas surround it. | LO – To devise a simple map of Kenya. | LO – To understand which animals live in Africa's national parks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | LO – To find out about Maasai culture. | LO – To compare British culture and Maasai culture. | LO – To write a holiday advertisement for Kenya – using persuasive language. | X |
| <b>National Curriculum Objectives</b><br>Geography History                       |                                       | <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul> |                                        |                                                     |                                                                              |   |
| <b>Skills</b><br>Geography History                                               |                                       | <ul style="list-style-type: none"> <li>Use teacher drawn base maps.</li> <li>Use an infant atlas to locate places.</li> <li>Children encouraged to ask simple geographical questions eg. where is that? What's it like?</li> <li>Locate continents</li> <li>Draw a map of a real/imaginary place (eg. add detail to a sketch map from an aerial photograph.</li> <li>Begin to spatially match places. (recognise UK on a small and large scale map)</li> <li>Use an infant atlas</li> <li>Find land/sea on a globe.</li> <li>Make simple comparisons between features of different places.</li> <li>Use a class agreed symbols for a simple key.</li> <li>Identify features on aerial/ oblique photographs.</li> <li>Follow direction (NSEW)</li> <li>Look down on objects to make a plan view.</li> <li>Use a plan view.</li> </ul>                                                   |                                        |                                                     |                                                                              |   |



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|                   | <ul style="list-style-type: none"> <li>• Use information to describe what life was like in a period of time in the past.</li> <li>• Use NF books, stories, maps, pictures/photos and internet as a source of information.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Develop empathy and understanding through speaking and listening (hot seating, role play)</li> <li>• Understand and use words past and present when telling others about an event.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>• Use a wide range of information to answer questions.</li> <li>• Describe objects, people or events in history.</li> <li>• Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>• Use timelines to order events or objects or place significant people.</li> </ul> |
| Example Resources | <ul style="list-style-type: none"> <li>• For you are a Kenyan Child by Kelly Cunnane</li> <li>• Community Soup by Alma Fullerton</li> <li>• NatGeo Kids – Kenya</li> <li>• Life of Maasai video - <a href="https://www.bbc.co.uk/bitesize/clips/zgfr87h">https://www.bbc.co.uk/bitesize/clips/zgfr87h</a></li> <li>• Maasai life as a child - <a href="https://www.youtube.com/watch?v=XQ7wV9DeEqw">https://www.youtube.com/watch?v=XQ7wV9DeEqw</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| Spring 2 – Marco Polo - Asia                        |                                                                                                             |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                       |                                                          |   |   |
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| Week 1                                              | Week 2                                                                                                      | Week 3                                                                                                                                                                                                                                                                             | Week 4                                                                                                                                                                                                | Week 5                                                   | X | X |
| LO – To explore Chinese culture.                    | LO – To know why Marco Polo was an explorer.<br>(Ensure link to world map – countries, continents and seas) | LO – To follow the route Marco Polo took on a map. Discuss the continents he explored – where are they in relation to each other – using NSEW?                                                                                                                                     | LO- To look at Marco Polo's description of China – simplified – draw a picture of what they think the artefacts would look like? Opposite – using pictures make your own Marco Polo like description. | LO – To explore how the Silk Road has changed over time. | X | X |
| National Curriculum Objectives<br>Geography History |                                                                                                             | <ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</li> </ul> |                                                                                                                                                                                                       |                                                          |   |   |



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|                                        | <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Skills</p> <p>Geography History</p> | <ul style="list-style-type: none"> <li>Follow a route on a map.</li> <li>Use an infant atlas to locate places.</li> <li>Children encouraged to ask simple geographical questions eg. where is that? What's it like?</li> <li>Locate continents</li> <li>Draw a map or a real/imaginary place (eg. add detail to a sketch map from an aerial photograph.</li> <li>Begin to spatially match places. (recognise UK on a small and large scale map)</li> <li>Use an infant atlas</li> <li>Find land/sea on a globe.</li> <li>Make simple comparisons between features of different places.</li> <li>Use a class agreed symbols for a simple key.</li> <li>Identify features on aerial/ oblique photographs.</li> <li>Follow direction (NSEW)</li> <li>Look down on objects to make a plan view.</li> <li>Use a plan view.</li> <li>Describe the difference between then and now.</li> <li>Find out about people and events in other times.</li> <li>Ask questions and find answers about the past using sources.</li> <li>Use NF books, stories, maps, pictures/photos and internet as a source of information.</li> <li>Compare pictures or photographs of people or events in the past.</li> <li>Develop empathy and understanding through speaking and listening (hot seating, role play)</li> <li>Understand and use words past and present when telling others about an event.</li> <li>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>Use a wide range of information to answer questions</li> <li>Describe objects, people or events in history.</li> <li>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>Use timelines to order events or objects or place significant people.</li> </ul> |



| Summer 1 – James Cook - Australia                                                                           |                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                    |                                         |                                                      |   |
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| Week 1                                                                                                      | Week 2                              | Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Week 4                             | Week 5                                  | Week 6                                               | X |
| LO – To know why James Cook was an explorer.<br>(Ensure link to world map – countries, continents and seas) | LO – To explore Cook's expeditions. | LO – To plot the expeditions onto a world map, using language N,S,E,W.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | LO – To compare maps of Australia. | LO – To make your own map of Australia. | LO – To write a persuasive letter on climate change. | X |
| <b>National Curriculum Objectives</b><br>Geography History                                                  |                                     | <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> </ul>                                                                                                                                                                                                             |                                    |                                         |                                                      |   |
| <b>Skills</b><br>Geography History                                                                          |                                     | <ul style="list-style-type: none"> <li>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>Make appropriate observations about why things happen.</li> <li>Use an infant atlas to locate places.</li> <li>Children encouraged to ask simple geographical questions eg. where is that? What's it like?</li> <li>Locate continents</li> <li>Draw a map or a real/imaginary place (eg. add detail to a sketch map from an aerial photograph.</li> <li>Begin to spatially match places. (recognise UK on a small and large scale map)</li> <li>Use an infant atlas</li> <li>Find land/sea on a globe.</li> <li>Make simple comparisons between features of different places.</li> <li>Use a class agreed symbols for a simple key.</li> <li>Identify features on aerial/ oblique photographs.</li> <li>Follow direction (NSEW)</li> <li>Look down on objects to make a plan view.</li> <li>Use a plan view.</li> <li>Confidently describe similarities and difference between artefacts.</li> </ul> |                                    |                                         |                                                      |   |



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|                   | <ul style="list-style-type: none"> <li>• Use NF books, stories, maps, pictures/photos and internet as a source of information.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Develop empathy and understanding through speaking and listening (hot seating, role play)</li> <li>• Understand and use words past and present when telling others about an event.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>• Use a wide range of information to answer questions</li> <li>• Describe objects, people or events in history,</li> <li>• Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>• Use timelines to order events or objects or place significant people.</li> </ul> |
| Example Resources | <ul style="list-style-type: none"> <li>• Animated route of his expeditions - <a href="https://www.ducksters.com/biography/explorers/captain_james_cook.php">https://www.ducksters.com/biography/explorers/captain_james_cook.php</a></li> <li>• Brief overview of his expeditions - <a href="https://www.natgeokids.com/uk/discover/history/general-history/captain-cook/">https://www.natgeokids.com/uk/discover/history/general-history/captain-cook/</a></li> <li>• More in depth overview of his expeditions - <a href="https://kids.kiddle.co/James_Cook">https://kids.kiddle.co/James_Cook</a></li> <li>• Video depicting voyage 1 - <a href="https://www.youtube.com/watch?v=WVYueGyOIMQ">https://www.youtube.com/watch?v=WVYueGyOIMQ</a></li> <li>• Cook's maps - <a href="http://www.captcook-ne.co.uk/ccne/themes/charts.htm">http://www.captcook-ne.co.uk/ccne/themes/charts.htm</a></li> </ul>                                                                                            |

| Summer 2 – Columbus – South America and the Caribbean                                                    |                                       |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                           |   |
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| Week 1                                                                                                   | Week 2                                | Week 3                                       | Week 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | WEEK 5 & WEEK 6 REMOVED FOR NEXT YEAR PREP AND TRANSITION | X |
| LO – To explore why Columbus is an explorer. (Ensure link to world map – countries, continents and seas) | LO – To make a fact file on Columbus. | LO – To draw a map of Columbus' expeditions. | LO – To plot the expeditions on a timeline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                           | X |
| National Curriculum Objectives<br>Geography History                                                      |                                       |                                              | <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> </ul> |                                                           |   |



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| <p><b>Skills</b></p> <p>Geography History</p> | <ul style="list-style-type: none"> <li>• Use an infant atlas to locate places.</li> <li>• Children encouraged to ask simple geographical questions eg. where is that? What's it like?</li> <li>• Locate continents</li> <li>• Draw a map or a real/imaginary place (eg. add detail to a sketch map from an aerial photograph.</li> <li>• Begin to spatially match places. (recognise UK on a small and large scale map)</li> <li>• Use an infant atlas</li> <li>• Find land/sea on a globe.</li> <li>• Make simple comparisons between features of different places.</li> <li>• Use a class agreed symbols for a simple key.</li> <li>• Identify features on aerial/ oblique photographs.</li> <li>• Follow direction (NSEW)</li> <li>• Look down on objects to make a plan view.</li> <li>• Use a plan view.</li> <li>• Identify different ways to represent the past.</li> <li>• Use NF books, stories, maps, pictures/photos and internet as a source of information.</li> <li>• Compare pictures or photographs of people or events in the past.</li> <li>• Develop empathy and understanding through speaking and listening (hot seating, role play)</li> <li>• Understand and use words past and present when telling others about an event.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> <li>• Use a wide range of information to answer questions</li> <li>• Describe objects, people or events in history.</li> <li>• Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.</li> <li>• Use timelines to order events or objects or place significant people.</li> </ul> |
| <p><b>Example Resources</b></p>               | <ul style="list-style-type: none"> <li>• Map used by Columbus - <a href="https://www.nationalgeographic.com/culture/2018/10/columbus-map-discovery-secrets-new-world/">https://www.nationalgeographic.com/culture/2018/10/columbus-map-discovery-secrets-new-world/</a></li> <li>• Interactive map of expeditions - <a href="https://exploration.marinersmuseum.org/event/christopher-columbus-voyage/">https://exploration.marinersmuseum.org/event/christopher-columbus-voyage/</a></li> <li>• Make a Columbus map activity - <a href="https://www.enchantedlearning.com/crafts/columbus/map/">https://www.enchantedlearning.com/crafts/columbus/map/</a></li> <li>• BBC videos and pictures - <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn</a></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |