Explorers

History:
Lives of significant individuals

Enquiry 1: Who are explorers and were have some explorers travelled in different periods of time?

Who are explorers and what do they do?	Introduce different explorers, why they travelled and how they adapted their way of life during their travels.	Where have explorers travelled to and when did they go there?

Enquiry 2: Who was Ibn Battuta and what did he do?

Who was Ibn Battuta?	What do we know about his life and travels?	What were some of the customs which Ibn Battuta described during his travels?	What foods Ibn Battuta ate on his journeys

Enquiry 3: How important was Ibn Battuta?

Chn should learn to draw conclusions from what they have learned about Ibn Battuta and to justify their opinions	Chn should learn different ways in which Ibn Battuta has been remembered	Chn should learnto put Ibn Battuta in context with other explorers

Geography: Place knowledge
Contrasting country

- Explore Zambia's physical and human features and locate on map.
- Locate the village of Mugurameno & share what I would like to learn about it.
- Compare how the people of Mugurameno use the River Zambezi with the ways in which we use rivers near us. .
- Find out about food in Mugurameno and how it is prepared.
- how the people protect themselves and their homes from wild animals – & how they make use of animals in everyday life
- Use photo & info texts to help imagine what daily life

English

Narrative

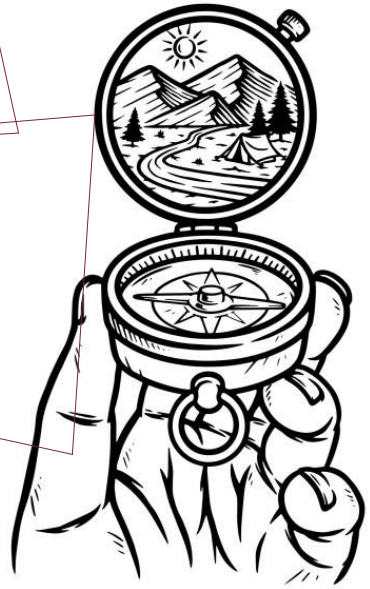
Stories by the same author: Story (or part of a story) based on a model.

Non-Chronological writing

A class information book on the theme of explorers and exploring for the school library

A bear called Paddington

Recount, Fact file



PSHE and RSE

RSE Year 1- We meet God's love in our family- intellectual focus

Online Safety: Online bullying

PSHE: What can we do with money?

British Values: Individual liberty

Computing

Teach computing: 1:4 Grouping data

PE

Dance

Music

Combining pulse, rhythm and pitch - how does music help us to understand our neighbours?

Geography

Become explorers in forest school - look at maps of the local area and create own maps to plan the journey to forest school - consider the weather and activities planned. What needs to be taken?

When in the forest make journey sticks to record what we have passed and look for opportunities to make observations and record using notes and digital image the discoveries we have made.

Design Technology: Mechanisms

Investigative and Evaluative activities

Explore and evaluate a range of wheeled products such as toys and everyday objects. Local walk recording how wheels and axles are used in daily life.

Develop key vocab by drawing an example of a wheeled product, stating the user and purpose, and labelling the main parts

Focussed practical tasks

Using construction kits with wheels and axles, ask children to make a product that moves.

Demonstrate fixed axles or free axles. Explore different ways of making axle holders

Demonstrate how to mark out, hold, cut and join materials and components correctly.

Design Make and Evaluate

Establish what the chn will make, identify a user & purpose for the product & generate simple criteria.

Make their wheel and axle product using their design ideas & criteria

Add finishing techniques to their product with reference to their design ideas and criteria.

Evaluate finished product, communicating how it works and how it matches their design criteria.

Maths

Year 1

Unit 8 Numbers to 50

Unit 9 Introducing length & height

Unit 10: Introducing mass and capacity

Year 2

Unit 7 Multiplication & Division (2)

Unit 8 Length and Height

Unit 9 Mass, Capacity and temperature