



Feniscowles Primary School

Striving for Excellence

What does it take to be a great explorer?

Medium Term Plan - Year 2 Autumn Term

Enquiry: <i>What does it take to be a great explorer?</i>																										
What pupils will know	Historical sources that the pupils will interpret	End Points of Learning																								
<div><ul style="list-style-type: none">What an explorer does both in the past and in modern timesThe achievements of Ranulph Fiennes and why he is recognised as the world’s greatest living explorerThe accomplishments of Amy JohnsonWhy Amy Johnson’s achievements were particularly remarkable given the expectations of women in society at that timeWhat Christopher Columbus succeeded in doing during his expeditionsWhy Christopher Columbus was able to accomplish what he didWho Neil Armstrong was and what he achieved in 1969What the ‘space race’ was during the 1960sThe particular challenges that will be faced by explorers to MarsThe personal qualities that most explorers must have in order to succeed</div> <div><h3>National Curriculum Coverage</h3><p>Pupils should be taught about:</p><ul style="list-style-type: none">changes within living memory and, where appropriate, these should be used to reveal aspects of change in national lifeevents beyond living memory that are significant nationally or globallythe lives of significant individuals in the past who have contributed to national and international achievements.</div>	<div><ul style="list-style-type: none">PhotographsFilmsPaintingsWoodcut printsLettersMaps</div> <div><h3>Disciplinary thinking skills the pupils will use to understand what they know</h3><table><tr><td>Recognise</td><td>Name and point out who or what something is</td></tr><tr><td>Identify</td><td>Distinguish something or someone from others that may be similar</td></tr><tr><td>Describe</td><td>‘Say what you see’. Give an account in words of something or someone</td></tr><tr><td>Observe</td><td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td></tr><tr><td>Select</td><td>Decide upon and choose that information considered most suitable or relevant</td></tr><tr><td>Categorise/Classify</td><td>Arrange information into particular groups according to shared qualities or characteristics</td></tr><tr><td>Sequence</td><td>Place a set of related events or things that follow each other into an order</td></tr><tr><td>Compare and contrast</td><td>Find similarities and differences</td></tr><tr><td>Recall</td><td>Remember and recount something learned</td></tr><tr><td>Reason/speculate</td><td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td></tr><tr><td>Summarise</td><td>Outline or sum up briefly the main points about something</td></tr><tr><td>Empathise</td><td>Placing yourself in another’s position to better understand their motives, decisions and actions</td></tr></table></div> <div><h3>SEND</h3><p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. 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