

The Abbey Hill CURRICULUM

Who explored where?



Achieving our dreams together





Who explored where?

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Key Idea:



Join us on an exciting adventure into the world of explorers! Explorers are brave people who travel to new places, discovering lands no one has seen before. They use tools like maps and compasses to find their way. From Captain James Cook exploring Australia in the 1700s to Neil Armstrong stepping on the Moon, explorers have made amazing discoveries! With technology like satellites and drones, we're still exploring today. Are you ready to explore the world with us?

We will:



Create our very own Explorer's Scrapbooks, celebrating all the adventures we've had as we explore new people and places.

Core Text:



The Search for The Giant Arctic Jellyfish
Chloe Savage



Core Knowledge



1. An explorer is someone who travels to new places to discover new lands.
2. Explorers use tools like maps and compasses, to navigate.
3. Captain James Cook sailed on the HMS Endeavour to explore Australia and New Zealand in the 1700s.
4. E&D Zac Sunderland was the youngest person to sail across the ocean solo at 16, and Ellen MacArthur became famous for sailing solo around the world in 2005.
5. Some modern explorers, like Sir Ranulph Fiennes, travel to extreme places
6. Neil Armstrong was the first person to walk on the Moon.
7. We are still discovering new places today, like the deep ocean floor, using technology like satellites and drones.

Disciplinary Knowledge



Being a Historian:

- Know that people might see the past in different ways.
- Know what has changed in everyday life from the period of time studied including jobs, school, family life, homes and technology.
- Know about new ideas and inventions of the time.
- Know who was important in a simple historical recount and give reasons why.
- Know that some things happened within living memory but that many things happened beyond this.
- Know that listening to recounts helps us to find out more about people's experiences.
- Know how to compare pictures, photos and accounts of people and events in the past and say how they differ.








Being a Geographer:

- Know how to devise a simple map with basic symbols.
- Know where to find the seven continents and five oceans on maps and globes, and in atlases.





Lesson 1 and 2: Begin as Explorers of Our Community

Heading	Detail
 Learning Intention	To explore our local community as real explorers, using maps, compasses, and digital tools to record discoveries. (Geography NC: Use maps, compasses, and fieldwork to observe and record local area; History NC: Learn about significant individuals and their achievements)
 Disciplinary Knowledge	Know how to devise a simple map with basic symbols. Know that listening to recounts helps us find out more about people's experiences. Know how to compare pictures, photos, and accounts of people and events.
 Key Knowledge	Explorers use maps, compasses, and tools to navigate and record discoveries. Our local area can be "discovered" like new lands, and observations can be recorded visually and digitally.
 What the teacher does	<ul style="list-style-type: none"> - Introduce the concept of being an explorer and explain the day's mission: "We are Coxmoor Explorers." - Demonstrate reading a simple local map and using compass directions to navigate. - Model marking key locations with symbols and making quick notes. - Show pupils how to use iPads to take photos, add labels, and annotate findings digitally. - Discuss safety, group roles, and collaboration. - Scaffold planning: pupils choose their own route and decide what to look for. - Circulate to prompt thinking: "What can you discover here?" "How will you record it?" - Encourage reflection and linking discoveries to other explorers studied.
 What the pupils do	In small groups, plan their own route around the local area. Navigate using maps and compasses. Take photos, make notes, and record discoveries digitally on iPads. Add symbols and labels for key findings. Begin creating their "explorers' scrapbook" live as they explore.
 How the lesson will be evidenced	Pupils' annotated digital maps and photos forming a live scrapbook. Teacher observation of navigation skills, collaboration, and recording. Group notes of discoveries.
 Adaptation	Dual Coding – Combine hands-on navigation, visual mapping, and digital recording to support understanding. Environments – Adult support and clear route planning for pupils needing extra guidance.



Lesson 3: Who Are Explorers?

Heading	Detail
🎯 Learning Intention	To understand what an explorer is and what they do. (History NC: Learn about significant individuals and their achievements)
🧠 Disciplinary Knowledge	Know that listening to recounts helps us find out more about people's experiences.
📖 Key Knowledge	An explorer is someone who travels to new places to discover new lands.
👩‍🏫 What the teacher does	<ul style="list-style-type: none"> - Read aloud short, child-friendly accounts of famous explorers. - Lead whole-class discussion on what makes someone an explorer. - Display images and short written descriptions for sorting activity. - Model reasoning aloud: "I think this person is an explorer because they discovered new places." - Encourage pupils to explain why someone is or isn't an explorer. - Prompt with questions: "Have you ever explored somewhere new?" "What tools do explorers use?" - Support pupils who struggle by giving sentence starters for discussion.
👦 What the pupils do	Sort images and descriptions into "explorer" and "not explorer." Discuss reasoning in pairs. Share examples from their own lives of exploring new places.
📷 How the lesson will be evidenced	Photographs of sorting activity and pupil discussions. Annotated class chart of explorer examples.
🔧 Adaptation	Relational Approaches – Pair discussion to scaffold understanding for pupils who need extra support.

Lesson 4: Captain James Cook

Heading	Detail
🎯 Learning Intention	To understand who Captain James Cook was and what he discovered. (History NC: Learn about significant individuals and their achievements)
🧠 Disciplinary Knowledge	Know who was important in a simple historical recount and give reasons why.
📖 Key Knowledge	Captain James Cook sailed on the HMS Endeavour to explore Australia and New Zealand in the 1700s.
👩‍🏫 What the teacher does	<ul style="list-style-type: none"> - Show a timeline of Cook's voyage and point out key years. - Introduce countries Cook visited using a world map.





How the lesson will be evidenced	Pupils' mini-timelines and comparison notes. Photographs of group discussion and visual summaries.
Adaptation	Chunking – Break the timeline and comparison task into small steps. Provide sentence starters and visuals for pupils who need support.

Lesson 6: Zac Sunderland – Sailing Solo Role-Play

Heading	Detail
Learning Intention	To explore what it might be like to sail solo as a young explorer. (History NC: Learn about significant individuals and their achievements)
Disciplinary Knowledge	Know that listening to recounts helps us find out more about people's experiences.
Key Knowledge	Zac Sunderland was the youngest person to sail across the ocean solo at age 16.
What the teacher does	<ul style="list-style-type: none"> - Show images and short video clips of Zac Sunderland's solo voyage. - Discuss the challenges of being alone at sea. - Model thinking aloud about daily tasks on a boat. - Set up a simple role-play scenario in the classroom: "You are sailing solo — what would you need to do today?" - Prompt pupils to imagine weather, food, navigation, and emotions. - Support groups with sentence starters: "I would need to..." / "I might feel..." - Encourage reflection on courage and problem-solving.
What the pupils do	Role-play being solo sailors in small groups. Discuss what tasks they would need to do, what tools they would use, and how they might feel. Share ideas with the class.
How the lesson will be evidenced	Photos of role-play scenarios. Pupils' annotated mini-diaries of a day at sea.
Adaptation	Relational Approaches – Provide sentence starters and visual cues to support pupils in imagining the scenario.

Lesson 7: Modern Explorers – Sir Ranulph Fiennes

Heading	Detail
Learning Intention	To learn about modern explorers and extreme environments. (History NC: Learn about significant individuals and their achievements)





Disciplinary Knowledge	Know who was important in a simple historical recount and give reasons why.
Key Knowledge	Sir Ranulph Fiennes travels to extreme places, like deserts and polar regions.
What the teacher does	<ul style="list-style-type: none"> - Show photos/videos of Sir Ranulph Fiennes' expeditions. - Discuss extreme environments and challenges faced. - Model creating a simple fact sheet about one expedition using headings: "Where," "What," "Why." - Lead discussion about how explorers prepare and what tools they use. - Support pupils in thinking about similarities/differences with historical explorers like Cook.
What the pupils do	Create a mini fact sheet about Sir Ranulph Fiennes' expedition. Include location, tools, and achievements. Share facts with a partner.
How the lesson will be evidenced	Pupils' fact sheets with drawings and labels. Photographs of partner-sharing.
Adaptation	Dual Coding – Use images, maps, and short texts to reinforce understanding.

Lesson 8: Google Maps – Tracking Historical Explorers

Heading	Detail
Learning Intention	To locate and trace historical explorers' routes using Google Maps. (Geography NC: Use maps, globes, and atlases to locate continents and oceans)
Disciplinary Knowledge	Know how to devise a simple map with basic symbols.
Key Knowledge	Captain Cook explored Australia and New Zealand; explorers travel across oceans to discover new lands.
What the teacher does	<ul style="list-style-type: none"> - Demonstrate Google Maps and zoom to Australia/New Zealand. - Show pupils how to trace Cook's route digitally. - Explain key features: oceans, continents, landmarks. - Model adding symbols and labels for key stops on the voyage. - Scaffold with guiding questions: "Which ocean is this?" "What continent is this part of?" - Circulate to support pupils using iPads and Google Maps tools.
What the pupils do	Work in pairs on iPads to trace Cook's route on Google Maps. Add digital symbols/labels for key locations. Discuss discoveries with partners.





	<ul style="list-style-type: none">- Ask pupils to identify challenges: space travel, technology, and training.- Prompt pupils to compare space exploration with ocean or land exploration.- Provide sentence starters for discussion: “I think astronauts explore...” / “They need to...”
🧐 What the pupils do	Create a mini-timeline of Armstrong’s mission. Discuss challenges and tools astronauts used. Draw a map showing Earth to Moon route.
📷 How the lesson will be evidenced	Pupils’ timelines and drawings. Teacher observation of discussion participation.
🔧 Adaptation	Chunking – Break timeline and map tasks into steps for pupils who need extra support.

