

Explorers Across Time Colouring Timeline

KS1 / Year 1 - History

Colour three explorers from different periods. Put Ibn Battuta, Ernest Shackleton and Mae Jemison in time order, then compare how they travelled.



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Parent & Teacher Guidance

Curriculum focus

Topic: Significant explorers. Develop accurate observation, subject vocabulary and evidence-based explanation. Mapped scope: KS1 History: learning about significant individuals who contributed to national or international achievements, comparing life in different periods and placing people in a chronological framework..

Before you begin

Review the picture together and ask the learner what they already notice about Significant explorers. Read the activity aloud, explain unfamiliar vocabulary, and agree which details need special attention.

Solo activity

The learner can complete the colouring independently, then use the finished page to explain three details linked to Significant explorers. Encourage accurate colour choices where they carry meaning, but allow creative choices elsewhere.

Group activity

Give pairs or small groups different areas to inspect. Ask them to agree on evidence before colouring, compare their findings, and present one curriculum fact to the class. Finish with a whole-group check against the guidance below.

Questions to guide discussion

What evidence can you see? Which feature is most important and why? How does one part connect to another? What new fact about Significant explorers can you explain using the picture?

Answers and checking

Earliest to latest: Ibn Battuta, whose major journeys began in 1325 and used travel such as walking, horses, camels and ships; Ernest Shackleton, whose Antarctic expeditions took place in the early 1900s using ships and sledges; Mae Jemison, who travelled aboard the Space Shuttle Endeavour in 1992 and became the first Black woman in space. Compare purpose, transport, equipment and the records that tell us about each life.

Learning record and next steps

☐ Completed the colouring

☐ Explained key vocabulary

☐ Completed the activity

☐ Used visible evidence

Evidence noticed / vocabulary used

Next step:
