

History Overview

Explorers



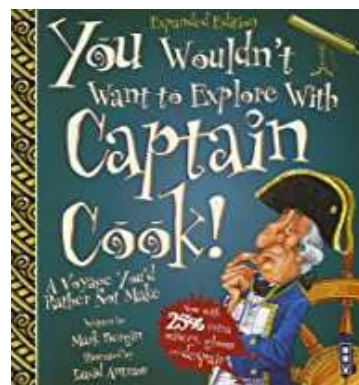
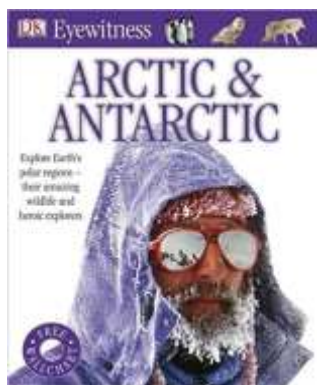
Rationale: This history topic will develop an historical understanding of the lives and significance of Robert Falcon Scott and James Cook. Pupils will discuss the criteria for what makes a person significant. It will also make a contribution to developing the children's thinking skills, geographical awareness and emotional intelligence. We believe exploration and curiosity about the world are key human characteristics that have shaped and continue to shape our behaviour. This study will foster a spirit of enquiry and exploration with expectations that it should "inspire pupils' curiosity about the human past." It is also a good context to promote characteristics of 'grit and resilience.'

Pre-Unit task: What's in the bag? Reveal a trunk or rucksack containing navigation equipment: star chart, maps, telescope, compass, camera, rope, head torch, 2-way radio, sat nav, flask etc. Explore the artefacts - making observations.

Attention Grabber: Slow reveal of an image of Scott and his team outside a tent at the South Pole. Pupils will be asked to speculate on Scott's achievements. Introduce further clues such as stamps, books and monuments.

Visits and enrichment activities: Children to plan their own expedition e.g. a walk through the Dean or along the riverside. What will they need to take?

Key texts



History Overview

Learning Objectives:

Skills (Learning to . . .)

- *To make simple inferences from photographs.
- *To ask and answer questions related to different sources and objects.
- *To develop an awareness of the lives of significant individuals in the past who have contributed to national / international achievements.
- *To develop an awareness of the past using common words and phrases relating to the passage of time.
- *To discuss how and why change happens over time (e.g. views of Scott.)
- *To know where people and events fit within a chronological framework.
- *To begin to understand how evidence is used to make historical claims.
- *To be able to sequence events.

Knowledge (Learning about . . .)

- *To know a little of Scott and Cook's backgrounds, early careers, personalities and the times in which they lived.
- *To recall some key facts about Captain Scott journey to the Antarctic and Captain Cook's voyages of discovery.
- *To be able to describe the key features of Antarctica and appreciate why exploration would be dangerous.
- *To be able to explain why Captain Cook is remembered today.

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

<https://www.planbee.com/captain-james-cook>



History Overview

Examples of Key Questions:

- *Who was Robert Falcon Scott?
- *Should Captain Scott have gone to the Antarctic or not?
- *Why did he risk his life going to the South Pole?
- *How did Scott get to the South Pole?
- *How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know?
- *Why did he not get to the South Pole first?
- *What happened to Captain Scott and his companions on their journey?
- *How do we know what happened on Scott's last journey?
- *Why do you think Captain Scott is so famous today?
- *How should Scott be remembered today?
- *Should we carry on exploring?
- *Who was Captain James Cook?
- *What did he do?
- *Why is he remembered today?
- *What did Cook find?
- *What was life like on board a sailing ship?
- *How would a journey to Australia today compare to Captain Cook's journey?
- *Why do people set out on voyages / journeys of exploration?
- *Are there any similarities between the expeditions of Cook and Scott?
- *How would you prepare for an expedition?

History Overview

Impact/Assessment

Most Children will: (secure)

- *Provide some criteria about what makes a person significant in history.
- *Recall some key facts about the experiences of the great explorers Robert Falcon Scott and James Cook and understand why they are important.
- *Talk / write about the differences and similarities in the experiences of the great explorers studied.
- *Have an understanding of the chronology of the historical periods in which the explorers lived.
- *Know how some of these great explorers have helped us to understand more about the world and beyond.

Less Able Children will: (developing)

- *Be able to say who Robert Falcon Scott and / or James Cook were.
- *Recognise that they were explorers.
- *Know that they are both from the past and make some observations about differences between their journeys.
- *Provide some simple criteria about what makes a person significant in history.
- *Talk about what they know about the great explorers studied in this unit.
- *Be able to say where the event fits on a chronological framework.

More Able Children will: (greater depth)

- *Why is each man famous compared to other explorers?
- *Begin to question and debate the criteria of what makes a person historically significant (devising their own questions).
- *Think of some questions for their own enquiries into explorers or other significant people that interest them.
- *Imagine and write about the experiences of the explorers studied in different historical periods based on factual evidence.

History Overview

Vocabulary:

adventure	Amundsen	Antarctic
Australia	Botany Bay	captain
cartographer	compass	continent
danger	diary	discovery
Endeavour	epic	expedition
explorer	frostbite	Hawaii
inspiration	James Cook	journey
New Zealand	Norway	Norwegian
navigate	navigation	Pacific Ocean
pioneer	polar	Robert Falcon Scott
sailing ship	sailor	scurvy
seafarer	sledge	South Pole
Tahiti	Terra Nova	voyage

