

Topic: Lives of significant individuals in the past	Year group	Term Spring
Scott of the Antarctic	Year 2	7 sessions

Background knowledge

Pupils can develop a good historical understanding of narrative of Scott's expedition to the Antarctic, with all its highs and lows, and also asks questions about the sources that could have been used to document his remarkable journey to the South Pole.

What should I already know?

Awareness that humans have explored unknown parts of the world in order to discover new things.

National Curriculum Objectives / Key Skills	The Journey
Events beyond living memory that are significant nationally <u>KPIs:</u> Chronology: <u>I can sequence parts of a more complex story where action takes place over a long period of time.</u> Cause and consequence: <u>I can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent.</u> <u>KPI:</u> Enquiry: <u>I can find out about a person's life by using a range of sources, such as letters, as well as books.</u> <u>I can consult and use information from two simple sources to find information.</u> <u>More able: I can make deductions from photographs, going beyond the literal and what can be seen.</u>	1. Who is Scott of the Antarctic? 2. How did Scott get to the South Pole and what happened then? 3. What was Scott's last expedition like? 4. Why did Scott risk his life going to the South Pole? 5. How do we know what happened on Scott's last journey? 6. Why did Scott not get to the South Pole first? 7. How should Scott be remembered today? <i>Supporting resources on KeystageHistory.com</i> End of unit assessment question: Sequence these events in the order that they happened. What do these sources (letters, photographs) tell you about the conditions Scott faced and how he dealt with it?

I can ask simple, but relevant, questions of the teacher in the role of, for example, Captain Scott. Interpretations: I can understand that not all sources of information answer the same questions. I can understand that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events.	
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Outcomes
An overview of what children will know / can do Working towards: Children are still developing their responses to meet the KPIs. They have some substantive knowledge about the topic they are studying. Expected: Children will have demonstrated the KPIs in their work and in assessments. They have good substantive knowledge about the period they are studying. Exceeding: Children will have demonstrated the KPIs and other historical skills in their work and assessments. They have a secure and deep substantive knowledge about the topic they are studying.

Key Vocabulary	Timeline / Diagrams
Robert Falcon Scott: Man who attempted to reach the South Pole, only to be beaten by a Norwegian party. Terra Nova: A whaling ship that Scott and his crew used to make it to the South Pole. It set sail from Wales in 1910. Expedition: A journey undertaken by a group of people with a particular purpose.	 https://www.bbc.co.uk/teach/class-clips-video/ks2-robert-falcon-scott/zdhgdwx Video link to Scott's expedition story (animated)

Key people / places
Robert Falcon Scott: Robert Falcon Scott was born on 6 June 1868 in Devonport. He became a naval cadet at the age of 13 and served on a number of Royal Navy ships in the 1880s and 1890s. He attracted the notice of the Royal Geographical Society, which appointed him to command the National Antarctic Expedition of 1901-1904. The expedition - which included Ernest Shackleton - reached further south than anyone before them and Scott returned to Britain a national hero. He had caught the exploring bug and began to plan an expedition to be the first to reach the South Pole. He spent years raising funds for the trip.

Assessment questions / outcomes
1. Which pole did Scott want to travel to? 2. Name a positive and negative event that occurred during Scott's journey. 3. What was the main reason why you think Scott risked his life on this journey? 4. What is the main historical evidence left behind of Scott's expedition? 5. Who beat Scott to the pole? How do you think he would've felt?

6. Even though Scott was beaten to the pole, should he be remembered as a hero? Why?