**Spring Term Overview – History**

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| **Spring Term Book – One Day On Our Blue Planet** |
| **Topic(s) - Events Beyond Living Memory (Expeditions to the South Pole)** |  **Guide Time = 3 lessons** |
| **Assessment:** | Individual quiz against the VIPs.  |  **Very Important Points (VIPs)*** An explorer is a person who travels or investigates different places to find new information.
* The South Pole is in Antarctica.
* Amundsen and his team were the first people to reach the South Pole.
* Scott and his team were the second people to reach the South Pole.
* Amundsen reached the South Pole in 1911 and Scott arrived 5 weeks later in 1912.

**Fat Questions:*** What would we need to be able to survive an expedition to the South Pole?
* If you could explore anywhere in the world, where would it be?
* Is there any undiscovered land on Earth?
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| **Links to prior learning (sequencing) and canon book** | Children will have prior knowledge of Antarctica from last half term's Geography lessons which focused on continents. They will know that Antarctica is very cold and that it can be found at the very bottom of the Earth. Children will also be reading about Antarctica in the canon book. They will have an awareness that some events happened in the past. |
| **Links to other learning (cross fertilisation)** | The World Beyond us: Roald Amundsen was from Norway.The South Pole is in Antarctica – Antarctica is at the bottom of the Earth.The World Around Us: Robert Falcon Scott was British.How is the South Pole different to Britain?Modern Britain: What other British explorers have reached the South Pole?Healthy Bodies & Healthy Minds: How could explorers make sure they stay healthy on an expedition in Antarctica?Culture: How did experiences differ for British and Norwegian explorers?Technology in Action: Amundsen and Scott had very limited technology to help them – they used dogs and ponies to help them to carry their equipment. How might expeditions be different now with the use of modern technology?What technology might be useful for an expdition to the South Pole? |
| **Links to future learning** | Children will continue to build on their history skills throughout the year, and will learn about other significant events in history, including another event beyond living memory – the Great Fire of London. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | During this unit of work, children will learn about the experiences of explorers. Learning about explorers can develop a sense of awe and wonder, with children considering what is out there to be discovered in the world beyond us. Learning about the fate of Scott and his team will also help children to build their levels of respect and empathy for others. |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning**  | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/****Vocabulary** | **Greater Depth/SEND**  | **Misconceptions** | **Activities and Resources** |
| Lesson 1: L.O: To know what an explorer is. | What is an explorer? | To know about events beyond living memory that are significant nationally or globally.  | explorerexpedition, travel, discover, Amundsen, Scott, Antarctica, South Pole | GD: Children can be encouraged to use the knowledge organiser to find information and key vocabulary to include in their work. SEND: Children can work with adult support or as part of a group with peers to read statements and decide which are true/false. Photographs can be taken to evidence work for books.  | Children may believe that explorers are a modern idea – e.g. Dora the Explorer. Children may believe that famous explorers are all males – Explorers they may have heard of include Roald Amundsen, Neil Armstrong and Christopher Columbus.  | Introduce the idea of explorers to children. What is an explorer? What does it mean to explore? Link back to Autumn 2 learning about Neil Armstrong being an explorer. Introduce the children to Amundsen and Scott. Explain they were explorers who went on expeditions to the South Pole. Where is the South Pole? Look at the South Pole on a map – which continent is it in?Year 1: Children to sort true and false statements to stick/copy into books to explain what an explorer is. (HA children to sort sentences and include their own sentences to include in their writing). Year 2: Children to write a short paragraph to explain what an explorer is. Deepen the moment: Can you label the following points on a map?* The South Pole
* Amundsen’s starting point in Norway
* Scott’s starting point in Britain
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| Lesson 2: L.O: To know who Amundsen and Scott are and what they did.  | Who were Amundsen and Scott and what did they do? | To know about events beyond living memory that are significant nationally or globally. | Antarctica, Amundsen, Scott, expedition, explorer, South Pole, travel, sled, frozen, snow, camp, heat, sail, research, discover, fossils.  | GD: Children can think about examples of dialogue for different parts of the expedition - Encourage children to think in more depth about the reasons why Amundsen and Scott might have felt and said different things.SEND: Photo prompts to support learning and encourage children to think about what the explorers might have experienced. Structured learning with an adult.  | Children may believe that Amundsen and Scott started their expeditions in the same place. Children may not understand the scale of the expedition, the distance travelled or the length of time it took the explorers.Children may not realise that Amundsen and Scott were not able to reach the South Pole by aeroplane. Children may believe the climate at the North Pole is similar to the British winters that they have experienced.  | Investigate Amundsen and Scott’s expeditions to the South Pole. How did they impact the world of exploration?* Both explorers were ambitious and wanted to be the first man to reach the South Pole.
* Amundsen initially set out to go to the North Pole but when someone else reached it he changed his path and went to the South Pole.
* Scott and Amundsen discovered lots of fossils that were incredibly useful to scientists.

Look at Scott’s diary to gain information. Discuss the effectiveness of this – why might this source not give the full story?Use drama activities to explore the conditions and the experiences of the explorers. Year 1: Role play and drama activities to show children’s understanding of the expeditions – photo evidence to be stuck in books – HA photo evidence and write a sentence about Amundsen and Scott. Year 2: Drama activities to show what happened during the expeditions, then write a short paragraph – what did you learn about Amundsen and Scott?Deepening the moment: How do you think an expedition to the South Pole would be different in the modern day? |
| Lesson 3: L.O: To sequence the events of Amundsen and Scott’s expeditions.  | What happened on Amundsen and Scott’s expeditions? | To know about events beyond living memory that are significant nationally or globally. | Antarctica, Amundsen, Scott, expedition, explorer, South Pole, travel, sled, frozen, snow, camp, heat, sail, research, discover, fossils.  | GD: Children can sequence the events then expand on writing using additional information to produce detailed sentences about each event. Children could use the knowledge organiser to provide information and key vocabulary.SEND: Children to work with support of either an adult or peers, sequencing and sticking pictures. Children can use fewer pictures if necessary.  | Children may not understand the scale of the expedition, the distance travelled or the length of time it took the explorers.Children may confuse the experiences of Amundsen and Scott or merge aspects of the two expeditions.  | Recap the main learning points from Amundsen and Scott’s expeditions to the South Pole. When did it happen? What did the explorers set out to do? Were they successful? Use images and sentences on a timeline to show a sequence of events:* Amundsen reached the South Pole first in 1911.
* 5 weeks later, Scott also reached the South Pole in January 1912.
* Scott and his whole team died on the way back from the South Pole.
* There is now a scientific station at the South Pole named after them. The Amundsen-Scott South Pole station.

Year 1: Arrange pictures on a timeline to order events. Write a sentence for 2-3 pictures to explain what happened. Year 2: Arrange pictures in books to show order of events, then write a sentence for each picture to explain what happened. Deepening the moment: What do you think would have happened if Amundsen and Scott didn’t explore the South Pole? |
| Context (big picture learning)This unit introduces children in Year 1 to an in-depth study of an event which occurred beyond living memory and builds upon prior learning for those in Year 2. Children will see how events in history are significant globally and how events in history can shape the modern way of thinking shape future planning.  |