

# Shackleton's Endurance

## Teaching Resources for Primary

Sections	Resources	Assembly Ideas
<b>1: The Expedition</b> <ul style="list-style-type: none"><li>- The story so far</li><li>- The Trans-Antarctic Expedition</li><li>- Map of Shackleton's planned route.</li></ul>	<b>Parallel Lives</b> <ul style="list-style-type: none"><li>- How do we know?</li><li>- Marvellous Maps</li><li>- Planning for an Expedition</li></ul>	A World of Wonder

### Shackleton Resources

These resources for primary pupils compliment the online book resource '[Shackleton's Endurance](#)' which, tells the story of Shackleton's famous Trans- Antarctica Expedition. On this expedition, Shackleton's ship the Endurance was lost to the ice, yet Shackleton eventually got all of her crew home without a single loss of life. The book has six sections and each is supported by a suite of teaching resources, teacher notes and ideas for assemblies.

The resources also draw on the contemporary Expedition 'Endurance22', sailing aboard the Agulhas II, with historian and media personality Dan Snow, which left Cape Town in February 2022 for the Weddell Sea to search for the wreck of Endurance. Through the '**Parallel Lives**' strand, pupils can explore some of the differences between the two voyages, then and now.

There will be opportunities to dip in and sample resources from different lessons or start at the beginning and work your way through to build a coherent and longer unit of work. Ideas will be provided for both KS1 and KS2.

### 1: The Expedition

2. The Crew and Boats
3. Setting out
4. Abandon Ship
5. Staying Alive
6. Uncharted

### The Expedition

The first part of the story gives a brief background to this age of exploration in which there was competition to get to the South Pole from different countries and their explorers. It gives us the outline of Shackleton's bold idea to try and be the first person to cross the entire continent of Antarctica on foot after being narrowly beaten to the Pole by Roald Amundsen.

### Teacher Notes

Introducing the ideas of 'expedition' and 'explorers'



.....

[www.digimapforschools.edina.ac.uk](http://www.digimapforschools.edina.ac.uk) ask pupils to note the pattern of climate and latitude and discuss what other variable might influence climate – such as altitude and nearness to oceans. Using enquiry, find out significant climate and weather data for parts of Antarctica, noting its huge size.

- For example: coldest temperature, highest wind speed, average September temperature and average March temperature. Add this information to a map.
- Using digital maps or drawing by hand, create a map showing the route of the Endurance from London to South Georgia, marking in the places mentioned in the story, and identifying and labelling the oceans, continents, countries as appropriate. If using a programme like Digimap for Schools, pupils could measure the distances travelled on each leg of the journey.
- Using maps and atlases, find the route described in the expedition plan. Discuss why / why not, Shackleton's proposed plan to use the team from the Aurora to meet them halfway with supplies, was a good idea.

Resources: Atlases and polar stereographic maps of the North and South Polar Regions for comparison.

See additional resource links at end.

### **Explorers**

- Key Stage 1 and 2
- Why do people explore? Ask pupils to draw an explorer and list their qualities and skills. Who can be an explorer? Challenge any misconceptions about gender and ethnicity by using some positive examples such as Barbara Hillary, the explorer who made history as the first African American woman to reach the North and South Poles, in her seventies. Or Harpreet Chandi, the first woman of colour to complete the expedition to the South Pole alone. There is a linked assembly idea with some examples of polar explorers including Shackleton. Pupils could add their own research about polar explorers and create their own list of favourites.
- Ask pupils to write a piece about themselves as explorer and say where in the world they would go and why.
- Discuss how we can be explorers of the everyday by finding new places, spots, views and features that you've not noticed before. Plan an explorer walk around the school looking for new discoveries. Take photographs, describe what you've found and add it to a map. Plan a mini - expedition in the locality to a place not walked to before and think about the safest route.

Resources:  
Explorers Assembly ppt.  
Explorers Teachers Notes Word

See additional resource links at end.

### *Curriculum Links*

#### **Geography**

##### Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical

geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- use basic geographical vocabulary

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
- devise a simple map; and use and construct basic symbols in a key.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

- locate the world's countries, using maps to focus on ... South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).


Human and physical geography

describe and understand key aspects of:

- physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- 
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

## History

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

### Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### *Taking it further*

There are some other activities linked to this first section of the book about using evidence and how navigation has changed.

### *Vocabulary*

*See the Book glossary and encourage pupils to develop this with their own collected vocabulary.*

### *Links to other Areas of learning*

English: speaking and listening, opportunities for reports, creative writing and descriptive writing, diaries, letters, lists and labels.  
Mathematics: opportunities to measure, record, and to create and present data

### *Web Links*

- Digimap for Schools [www.digimapforschools.edina.ac.uk](http://www.digimapforschools.edina.ac.uk)
- Images of Explorers [Images of Explorers, Images of Exploration, Images of Discovery – RGS Picture Library https://images.rgs.org/](http://images.rgs.org/)
- Endurance22 [Royal Geographical Society - What we do \(rgs.org\) https://www.rgs.org/about/the-society/what-we-do/teachers/endurance22/](https://www.rgs.org/about/the-society/what-we-do/teachers/endurance22/)
- Subject Animation Shackleton [Royal Geographical Society - Geography resources for teachers \(rgs.org\) https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-shackleton/](https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-shackleton/)
- Teaching about Shackleton <https://www.rgs.org/about/the-society/what-we-do/teachers/endurance22/>
- Endurance22 Expedition <https://endurance22.org/>
- Images of Change [Images of Change - Climate Change: Vital Signs of the Planet \(nasa.gov\)](http://imagesofchange.nasa.gov/)
- Marine tracking [www.marinetraffic.com](http://www.marinetraffic.com)