

Big Question: Why were Wilson and Shackleton so inspirational?			
Year 2	Skills	Knowledge	Suggested Outcomes
Chronological Understanding	Order 3 or more people and events on a timeline. Use simple historical vocabulary e.g. in living memory, beyond living memory, century, decade, life time Recount changes in own life over time Identify similarities and differences between periods	Chronological understanding of when 1872 was and a wider overview of the period. Compare to other units studied in History. Understanding of Cheltenham in 19 th Century compared to present day. Early childhood experience of Edward Wilson. Consider his journey to being an explorer.	Construct a timeline include Fire of London and Florence Nightingale dates. Find South Pole on world maps. Sort photographs of Cheltenham into past and present, order and place on time line. Ask and answer historically relevant questions about the race to the South Pole including food, supplies, equipment. Draw observations from artefacts.
Knowledge and understanding of past events, people and changes in the past	Use information to describe the past using a range of primary and secondary sources. Use information to describe differences between then and now. Recount main points from a significant event in history. Uses evidence to explain reasons why people in past acted as they did.	What can we learn from his life from the Wilson Museum? Consider artefacts. Understand the extreme climate of Antarctica which made exploring it so difficult. Facts about his expeditions: Discovery and Terra Nova Compare and contrast boats, equipment and tracking devices to present day. Present day explorers.	Story map showing the stages of his Discovery and Terra Nova Expedition. Write a diary including illustrations and maps. Timeline of events in each expedition. Drama- an interview with Edward Wilson. Report comparing/contrasting modern boats and equipment to 19 th century. Fact file comparing each expedition.
Historical interpretation	Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understand why some people in the past did things.	Other significant explorers of that time. Perseverance Edward's Wilson's legacy	Character profile: 'Words must always fail me when I talk of Wilson. I believe he really is the finest character I ever met" Robert Scott
Historical Enquiry	Look carefully at pictures or objects to find information about the past. Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', Estimate the ages of people by studying and describing their features.	Vocabulary Timeline Source Reliable Yesterday A week ago Last month Then Next After Before Past Present day Living memory and (Beyond living memory) Recent memory Further in the past Day Week Month Year Decade Century Eye-witness Point of view Fact	Websites https://www.twinkl.co.uk/resource/ks1-antarctic-explorers-finding-the-south-pole-powerpoint-t-h-274 https://www.youtube.com/watch?v=2SxXjN7WT90 https://school-learningzone.co.uk/key_stage_one/ks1_history/south_pole_explorers/south_pole_explorers.html https://school-learningzone.co.uk/key_stage_one/ks1_history/south_pole_explorers/south_pole_explorers.html https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4
Organisation and communication	Describe objects, people and events. Write own date of birth. Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, events and objects from the past.	Expedition Polar Explorer Ornithologist Natural historian Antarctica Pack Ice South Pole Glacier Discovery Expedition Terra Nova Expedition "Words must always fail me when I talk of Wilson. I believe he really is the finest character I ever met" - Robert Scott	