

# Key Stage 1 History Topic: The life of a famous person who lived at a time before living memory.

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past. They listen and respond to stories and use sources of information to help them ask and answer questions. They develop a sense of chronology and learn how the past is different from the present.

Why do we remember Ernest Shackleton?	Objective Children should learn:	Teaching Activities	Plenary
Section 1: Who was Ernest Shackleton?	<ul style="list-style-type: none"> <li>• to identify people from the past who are famous</li> <li>• to identify how people became famous</li> <li>• to infer information from pictures of the past</li> <li>• to develop a sense of chronology</li> </ul>	<p>Discuss what the word "famous" means. Encourage children to give examples of famous people, either past or present, that they already know about.</p> <p>Ask children how we can find out about famous people.</p> <p>Tell the class they will find out about a famous person who lived long ago (before their parents were alive).</p> <p>Show children a picture of Ernest Shackleton. Ask them if it shows a person from the present or the past. Ask: how can you tell?</p> <p>Give groups of children a picture of Shackleton in Antarctica.</p> <p>What can they infer from the picture about Shackleton's character and what he might be doing? Ask each group to make a list of questions they could ask about their picture.</p>	<p>Ask each group for the questions they would like to ask about their picture. Discuss different ways they could find the answers.</p> <p>Tell the children Shackleton lived 100 years ago and ask them to help you place him correctly on a timeline.</p>

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<p><b>Section 2:</b> Why did Ernest Shackleton go to Antarctica?</p>	<ul style="list-style-type: none"> <li>• about the life of a famous person from the past and why he acted as he did</li> <li>• to infer information from a written or visual account of a person's life</li> <li>• to locate the site of a historical event on a map</li> </ul>	<p>Read the book Ernest Shackleton to the children. Remind them of their questions and ask them what they have found out.</p> <p>Using a globe, locate Antarctica and Great Britain. Demonstrate and then discuss the distance between the two places. Talk about the length and conditions of Shackleton's journey.</p>	<p>Ask the children for examples of questions which have already been answered by the book and those which have not. Discuss how they could find answers to the remaining questions.</p> <p>Ask children to describe how a trip to Antarctica today would differ from Shackleton's journey.</p>
<p><b>Section 3:</b> Which pictures help us tell Ernest Shackleton's story?</p>	<ul style="list-style-type: none"> <li>• to use pictures to help them ask and answer questions about Shackleton</li> <li>• to recount the main events in the life of a famous person using pictures</li> </ul>	<p>Show the children pictures of Shackleton's life. Help them recount his story by choosing the most appropriate pictures and putting them in sequence. Encourage them to discuss their choices using words associated with time e.g. first, next, then, after that, finally.</p>	<p>Ask some children to recount the main events in Shackleton's life using their sequence of pictures.</p>
<p><b>Section 4:</b> What was it like for Shackleton working in Antarctica?</p>	<ul style="list-style-type: none"> <li>• about conditions in Antarctica</li> <li>• to select information from pictures about conditions in Shackleton's camp in Antarctica</li> </ul>	<p>Ask the children to describe the conditions in winter and then explain how extreme conditions are in Antarctica.</p> <p>Show the children pictures of Shackleton's living and working conditions and ask them what they can infer. Encourage them to complete sentences beginning with "I can see..."</p> <p>Adjectives used by the children can be collected into a word bank.</p>	<p>Using some of the words from the word bank, ask for sentences to describe living or working conditions in Antarctica.</p>

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<b>Section 5:</b> Why do we remember Ernest Shackleton?	<ul style="list-style-type: none"> <li>• why Shackleton is remembered today</li> <li>• to sequence events related to the life of a person</li> </ul>	Recount the story of Shackleton's life. Give children a simplified version of the story split into short chapters. Ask the children to put the chapters into sequence, and then to make the text more interesting by using words from the word bank, as well as their own ideas. Ask them to give each chapter a title.  Support the children to create a final chapter titled "Why do we remember Ernest Shackleton?"	Ask children to read out their improved versions of individual chapters and the final chapter.

## Computing

These teaching activities can contribute to cross-curricular work that the children cover in Computing:

Research – children explore a variety of sources (e.g. internet, learning platforms) to access a range of information about Ernest Shackleton and use the information to answer questions (Section 2).

Sequencing – children order events and create a timeline (Section 3).

Word bank – children use a word bank to modify and improve their writing (Section 4).

Communicate and publish – children combine text, images and possibly other features to present information as either a document or a simple multimedia presentation (Section 5).