

## Unit Title: Was it worth the risk?

History  
Y6  
Spring 1

### End Points:

#### Change (in and between periods)

Links to discovery and space travel (Y5), exploring the unknown

Ask questions about those 'brave' enough to explore where others have not and the impact of this on others who follow

To be able to place 1914 into a timeline of what other important events were taking place at this time

#### Cause and effect (including key aspects such as invasion)

Was it right that Shackleton and his crew set out to explore whilst others at that time were expected to fight in WW1? Consider the cause and effect of this from both sides

#### Significance

Ernest Shackleton as a significant figure

Consider that this is a significant event because all men survived even though there was no way to contact the outside world at this time.

Consider the significance of travel at a time when technology was much less advanced

### End of unit Assessment:

Children will debate whether it was worth the risk for Shackleton and his crew to embark on the expedition.

- Does the fact that not one crew member died during the expedition represent success?
- Why were explorers so eager to explore the Antarctic region?
- Is it better to have tried and failed than to never try at all?

### Links:

Text – 'Shackleton's Journey' by William Grill

History – Titanic; Space Travel

### Prior Learning:

- Children can link learning about the Titanic and World War Two to expand on their understanding of life in the early Twentieth Century
- To make links with the history of space travel

### Key Aspects of the Unit:

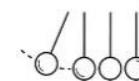
Skills:



Knowledge:



Concepts (end points):



### Key Historical Knowledge:

- To know about the Historic Age of Antarctic Exploration and that lots of explorers were trying to be the first to reach the South Pole and explore Antarctica.
- To know that ships were built a lot differently in 1914 and that the journey would be far quicker now than it was then
- To understand how much easier it is to navigate now, with the support of modern technology.

### Historical Skills:

#### Sources of evidence

- Pupil know that sources of evidence can be used to help us investigate questions that we have from the past and understand that historians find out about the past by studying artefacts and piecing together the clues that they leave to create a more complete picture.

#### Sequencing the past

- Pupils will use secondary sources to develop a brief understanding of the history of trade