

# History – Year 4 - Autumn 1 – Life on Land – Why is Biodiversity important?

## Prior Learning (What we already know?):

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Sequence artefacts (or photos of artefacts) closer together in time

## Key Questions:

- Why was it harder to get to the South Pole for Shackleton than explorers today?
- What sources do we have about Shackleton's expeditions?
- Why are the sources available limited?
- Are these reliable sources? Why?

## Key Facts:

- Ernst Shackleton is one of the best known British explorer of the century.
- Shakleton went on 3 expeditions to Antarctica, in 1901 and 1908 and 1914.
- On the third trip aboard the ship named Endurance, they were trapped on the ice for a year.

## New Learning:

- Place events from period studied on a timeline
- Use terms related to the period and begin to date events
- Use evidence to reconstruct life in time studied
- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research



## Vocabulary:

Antarctic, polar, expedition, Endurance

## Key Resources:

[https://kids.kiddle.co/Ernest\\_Shackleton](https://kids.kiddle.co/Ernest_Shackleton)

[https://www.bbc.co.uk/history/historic\\_figures/shackleton\\_ernest.shtml](https://www.bbc.co.uk/history/historic_figures/shackleton_ernest.shtml)

## Can I do this?

- Understand that primary sources are from people who were actually involved in or witnessed the event
- Justify an opinion on whether Shackleton's actions were correct
- Decide if a source of information is useful or not
- Explain what it was like to be in the extreme conditions with the equipment available to Shackleton

## New Skills:

- Place events from period studied on a timeline
- Use terms related to the period and begin to date events
- Use evidence to reconstruct life in time studied
- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge
- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research