

'SHE'S GONE BOYS'

THE LOSS OF THE ENDURANCE

POLAR EXPLORATIONS KS2

Curriculum mapping

English

Purpose of study: teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening

Aims:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Introduction activity

Watch as a class the 'loss of the Endurance' journal extract which is on page 20 of the 'journal extracts' http://polar.lgfl.org.uk/journal_readings.html#book/22 whilst displaying the image of the Endurance to evoke the atmosphere (you could even switch off the classroom lights for added effect).



Explain that the Endurance was the name of the ship that Shackleton took after the race to the South Pole ended in December 1911 with Roald Amundsen's conquest and the loss of Captain Robert Scott and his men on the TerraNova expedition.

Explain that after this loss of Scott and the team in 1911, Shackleton turned his attention to the crossing of the continent going from sea to sea, via the pole. This became known as the Imperial Trans-Antarctic Expedition (1914-17).

Disaster struck this expedition when its ship, The Endurance, became trapped in pack ice and was slowly crushed before the shore parties could be landed. There followed a sequence of exploits, and luckily escape from the ship with no loss of human life. This would eventually meant that Shackleton gained the status of hero.

Discuss how the use of the visuals, the narration and the underlying story of the loss of the Endurance makes this journal reading atmospheric and evocative of how the crew must have felt and the conditions of the time.

Discuss how the added sound effects of sea and the waves, the straining ropes, the screaming seagulls and the cracking of wood make it sound like you are really there, watching the boat being crushed in the ice.

Main part of lesson

Explain that in this lesson the pupils are to produce a 'soundscape' using images and sounds.

Pupils select some atmospheric images from the resource bank or from the 'Heart of the Great Alone' resources on LGfL www.hotga.lgfl.net

Working in pairs or independently decide on an order for the images and write a script for an atmospheric soundscape.

To put the soundscape together, pupils can use a program they are familiar with e.g. Moviemaker, Audacity for recording narration, Audio Network for added music clips to enhance narration and record their own voiceovers, to create their soundscape.

Plenary

Pupils can share their soundscapes perhaps in pairs, commenting on something that is good and something that can be improved upon in each other's recordings.

Pupils can prepare their soundscapes as a presentation to an audience (the rest of the class?), considering what needs to be said as an introduction and a conclusion to the presentation.