

WHERE IN THE WORLD?

INVESTIGATING SHACKLETONS HUT AND HIS NIMROD EXPEDITION

POLAR EXPLORATION KS2

Curriculum mapping:

Geography

Purpose of study: equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Developing a growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Aims: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS2: Locational knowledge

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Computing

Purpose of study: Ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology

Aims: are responsible, competent, confident and creative users of information and communication technology

KS2: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Introduction activity

As a class, look at the Google map located [here](#) (Teacher please note that this link takes you directly you to the Shackleton hut location so prior to the lesson open the link, click on back to map and then zoom out to this view)



Ask the class to identify where this is.

Explain that in this map you can see South Africa, Madagascar, Australia, New Zealand, Chile and Argentina. Discuss hemispheres and continents.

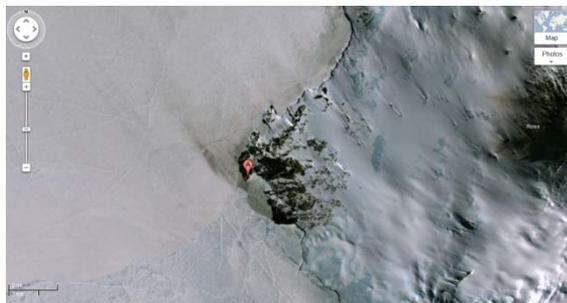
Ask the class if they can see a red 'A' pointer on this map?

Explain that this is a very important location in Antarctica.

See if they can suggest what is at this location?

Using the zoom tools within the map, zoom in a layer at a time, stopping to talk about features spotted on the way e.g. Mount Erebus, ice formations etc.

As you zoom in discuss what happens at this level where the images change significantly



then



Explain that this is because the first image is taken when the sea is frozen in wintertime and therefore is a frozen sheet of ice (pack ice), the second image is a summer image when the sea isn't frozen.

The last image as you zoom in will take you to Shackleton's hut.

Main part of lesson

Ask the class where they think we have ended up by zooming in.

Explain that this is the Shackleton's Hut, on Cape Royds on Ross Island.

The prefabricated wooden cabin or hut was erected in 1908 and was used as bases for the Shackleton's attempt to reach the South Pole.

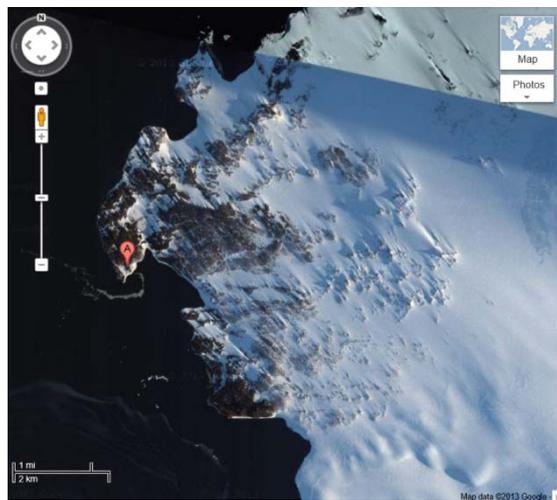
The hut served as the base of operations for the British 1907-1909 Nimrod Expedition, an early attempt in the race to the South Pole led by what was then a young Ernest Shackleton.

It still houses about 5,000 of the team's personal possessions including books, clothing and canned food, which have been preserved by the cold temperatures. Shackleton's expedition was the first to climb the volcano Mount Erebus, but bad weather and diminished supplies caused them to turn back about 156km (97 miles) before reaching the south pole. Nevertheless this was the furthest south anyone had reached at the time and the group returned to the UK as heroes.

Ask the class to access Shackleton's hut by using the link, and explore inside and outside the hut.

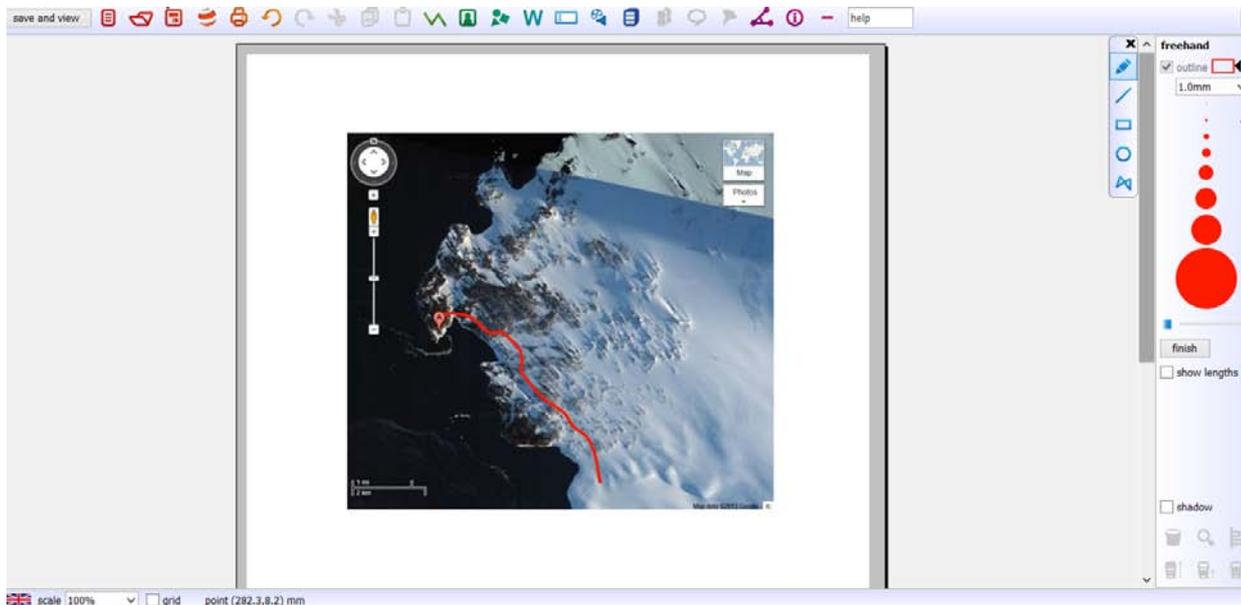
As they are exploring, ask them to think about and note down some objects they can see.

Return to the Google map located [here](#) and zoom to this level.



Use the 'map 4 image' resource and explain that this map shows the route that Shackleton took. Compare this hand-drawn map with the Google map and try to locate together the route shown on the original map.

Import the Google image into a j2e document and use the tools to actually draw the route as an overlay.



Pupils use the 'map 4 image' resource and map out the route that Shackleton took from his hut on Cape Royds to where on the map the expedition had to end using j2e if possible. Using this resource pupils can also add their own text, showing understanding of the route and the problems that the team encountered on the way.

As a class discuss why Shackleton and his team in this expedition did not get to the South Pole.

Can they think of some reasons why they did not achieve their goal?

The main reasons for the failure of the expedition was that

- the ponies that Shackleton took were not suited to the conditions and they really suffered (they all perished, leaving the journey to be completed by man hauling alone).
- The surface became increasingly disturbed and broken, making progress very hard; also, the men began to argue and fall out because it was such a difficult journey.
- They ran out of the food needed to safely get the party to the South Pole and back without suffering.
- Shackleton wasn't prepared to admit that the Pole was beyond them and decided to go forward after cutting food rations further, and dumping all but the most essential equipment.

On 4 January 1909, Shackleton finally admitted defeat, and then changed his goal to be within 100 geographical miles of the Pole

Plenary

Watch together the BBC news clip <http://news.bbc.co.uk/1/hi/sci/tech/7981153.stm>

This shows three descendants of Shackleton and his team who had been retracing and completing his journey to the South Pole and found the hut and its contents remarkably well preserved.