

INVESTIGATING SCOTTS HUT

HOW EXPLORERS LIVED IN THE ANTARCTIC

POLAR LIFE KS1 KS2

Curriculum mapping:

Geography:

Purpose of study: inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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.

Aims:

- develop contextual knowledge of the location of globally significant places
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

KS1 – Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

KS2 – Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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)

Human and physical geography

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geographical skills and fieldwork

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

Introduction activity

As a class, look at the Google map located [here](#)



Ask the class to identify where this is.

We are actually outside Scott's hut which was built in 1911 and was used as a base for Scott's attempts to reach the South Pole.

Demonstrate how to use the map to view around the hut to look at the terrain.

Ask the class to give you some descriptive words to describe what it's like outside the hut. Now ask the class to close their eyes and imagine that the weather has changed and they are outside in a freezing blizzard, with snow blowing around them; it is freezing cold and the wind is howling.

Ask the class to give you some descriptive words for how they would feel in these conditions.

Main part of lesson

Demonstrate how to enter the hut by clicking near the door to enter.

Explain that this hut is at Scott's base at Cape Evans and was erected in 1911. It still contains more than 8,000 artefacts from his doomed adventure. It contains many items of food abandoned when his team set out to the pole such as boxes of Tate sugar cubes, Heinz tomato ketchup bottles and clothing.

Remind the class that Scott and four others did reach the pole in January 1912, but they had been beaten there by a Norwegian party led by Roald Amundsen. The members of Scott's party died as a result of the freezing conditions during their return journey back to the hut.

Ask the class to explore the interior of the hut via the link above.

As they are exploring, ask them to think about and note down some objects they can see, especially objects that we also have in our modern homes (beds, pictures on the wall, etc.) and what they can see that is very different, which they don't have in their own homes.

Pupils then complete the 'Scott's hut sorting' resource, writing the names and drawing the objects into the Venn diagram sections, according to: objects found only in the hut, objects found only in modern homes, and objects found in the hut and in modern homes (in the overlap).

Pupils should label the diagram accordingly.

Share the completed sorting activity to discuss as a class what the different objects are that the class has found.

Next look at the image of the explorers enjoying a moment of leisure time in the hut located on page 54 in the Encyclopedia of Artefacts.



Can the pupils look around Scott's hut to find where this photo was taken?

It seems to have been here.



This is a little hidden alcove, so interesting for the class to really explore the hut to find this location.

Ask pupils to use the 'Scott's men in the hut' image resource and try to locate this in the actual hut also.



Plenary

Ask the class what they think the actual South Pole looks like.

Go to the image of the South Pole located [here](#) and discuss what is there in this image.

What do the flags signify? What is the small pole in the middle of the flags?

Is this what the pupils imagined the South Pole would look like?