

KEEPING OUR FEET WARM

INVESTIGATING THE TYPES OF FOOTWEAR WORN BY POLAR EXPLORERS

POLAR SURVIVAL KS1 AND KS2

Curriculum mapping:

History

Aims:

- Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Computing

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

Look at the range of footwear the class are wearing today.

The different styles, materials and colours.

Do our shoes/footwear all have the same 'job'?

What is the 'job' of footwear? Make a list.

Discuss with the class that we don't really need to wear footwear to keep our feet and toes from actually freezing, but for polar explorers, keeping the feet dry and warm and not freezing was probably the most important thing.

What the footwear actually looked like was not a priority.

Main part of lesson

Look at the boot video on page 16 of the Encyclopaedia of Artefacts resource:

http://polar.lgfl.org.uk/encyclopaedia_of_artefacts.html#book/19

Explain that Ernest Shackleton had been asked to help in the design of the boots as he was an experienced explorer and knew what a good boot needed to provide comfort and durability in the Polar Regions.

This particular boot has a leather sole with a leather and canvass upper which meant it could be tied tightly at the ankle. Ask the class why they think having the boot held tightly at the ankle was a good design idea?

Also this boot is loose at the top so socks could be worn. Talk about how socks provided layers so that the feet can remain warm.



Discuss how these boots have nails in the sole. Explain that the nails in the bottom were added by Shackleton whilst he was actually on an expedition in South Georgia. He added them to give the boots some extra grip whilst climbing on ice. He was so pleased with how the boots worked in the ice with this extra grip, that this design feature was added to the design of any new boots.

Ask the class to look at the soles of their own shoes. Do they think they would provide grip in the ice?

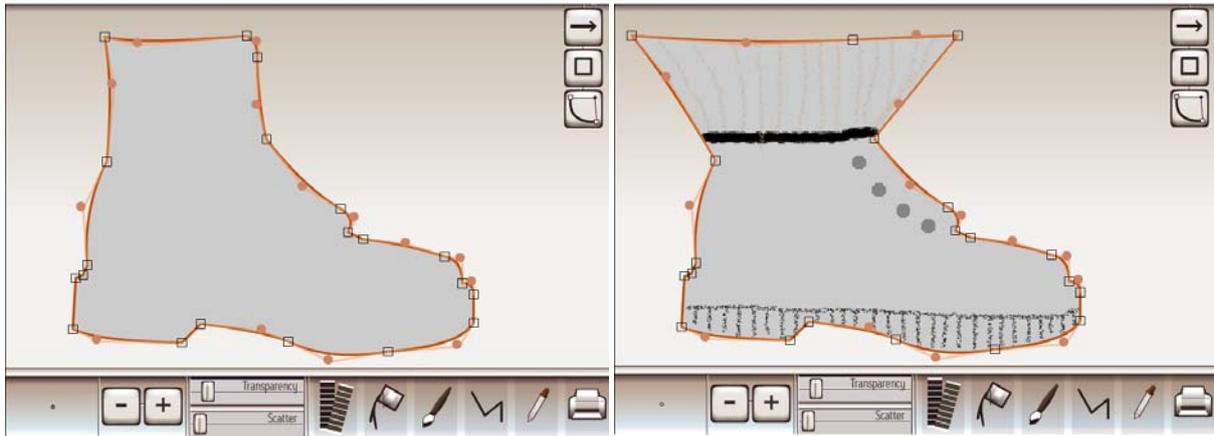
Explain that in this lesson the class are going to design their own shoes. They are going to use a shoe designer activity from another resource: <http://www.twmuseums.org.uk/shoes/designer/>

With this resource the pupils manipulate the outline to design their own shoe.



Clicking on  will provide a different shoe template to begin with.

Demonstrate how to use this resource to design a shoe or boot. Explain that the design should be footwear that will be suitable for walking on very soft snow. What different aspects should the footwear have?



Pupils should use the site to design their own shoe. They can print out their design and then add a text explaining the reasons for their choice of design elements.

Plenary

Explain that it wasn't just the explorers who needed extra footwear.

Watch the 'pony shoe' video clip and look at the 'pony with shoes' image:
http://polar.lgfl.org.uk/Lessons/ks2_s2_l4.html#resources

