

Shackleton's Endurance

Teaching Resources for Primary

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Shackleton Resources

These resources for primary pupils compliment the online book resource '[Shackleton's Endurance](#)' which, tells the story of Shackleton's famous Trans- Antarctica Expedition. On this expedition, Shackleton's ship the Endurance was lost to the ice, yet Shackleton eventually got all of her crew home without a single loss of life. The book has six sections, and each is supported by a suite of teaching resources, teacher notes and ideas for assemblies.

The resources also draw on the 2022 Expedition 'Endurance22', sailing aboard the Agulhas II, with historian and media personality Dan Snow, which left Cape Town in February 2022 for the Weddell Sea to search for the wreck of Endurance. Through the '**Parallel Lives**' strand, pupils can explore some of the differences between the two voyages, then and now.

There will be opportunities to dip in and sample resources from different lessons or start at the beginning and work your way through to build a coherent and longer unit of work. Ideas will be provided for both KS1 and KS2.

- 1: The Expedition
2. **The Crew and Boats (Then and Now)**
3. Setting out
4. Abandon Ship
5. Staying Alive
6. Uncharted

Then and Now

Key Questions

- How does Shackleton's expedition compare with that of the Endurance 22 expedition?
- How do the expeditions compare when thinking about:
 - Ships?
 - Crew?
 - cabins?
 - Clothing?
 - Technology?

Getting Started

It is useful to first explore the resources **2. The Crew and Boats** and consolidate some knowledge about the Shackleton expedition. Recap what life was like on board then and discuss some things that pupils found shocking or surprising about Shackleton's expedition.

Tell the pupils that in 2022 an expedition set out to attempt to locate the wreck of the Endurance, using the last known position of the ship before it sank beneath the ice. In 2022, the Agulhas II, and her crew, faced the same challenges as Shackleton did, yet, against huge odds, they managed to locate the sunken wreck of the Endurance, and take photographs and film to prove it. Explain that the children will be learning more about this 2022 expedition and how they did it. At this point, the children will hopefully be excited enough to have initial questions. The focus of the learning will be to find out more about this modern-day expedition and think about how it compared with those explorers who made the same journey in 1914.

Give children partner talk time to come up with ideas about the biggest changes they would expect to see on a modern-day expedition. The discussion could be a whole class one, or you could give groups of children a different focus eg 'crew', 'ships', 'clothing', 'communication'. Explain that you will be investigating evidence to see how accurate or not, the ideas are.

Possible Activities

The PowerPoint resource **2. Now and Then** has pictures and text to prompt discussion and links to video footage and websites where more information can be found.

Ships

- KS1 could use the photographs to talk about similarities and differences and find out more about the story of the modern-day Agulhas II, whereas KS2 could investigate the evidence in more depth, and research further information using given websites.
- Slide 2 and 3: Recap Shackleton and introduce Endurance 22 expeditions. Use globes, digital maps or atlases to refresh locational knowledge. The map is useful to recap and visualise key information and sequences of Shackleton's expedition.
- Discuss how the captain of the Endurance used latitude and longitude to record the ships last known position, and how this will have helped the search team of Endurance 22 narrow down a search area. How did Captain Frank Worsley record latitude and longitude without satellite navigation? What do pupils think a sextant is? Record this as a question to find out answers to later on.
- Slide 4. This shows images of Endurance and Agulhas II both in pack ice. The Endurance was held fast by the ice, but Agulhas II was able to break through. Discuss some reasons why this might be. For example, do children think it was because the ice was not as thick, or because the modern-day ship is more powerful? Perhaps a mix of both?
- Slide 5. Discuss the differences between the Endurance and Agulhas II using the photographic evidence. Starting with some big ideas, such as noting that Endurance had sails, can lead into checking information of the Endurance22 website.
- Slide 6 has a short list of facts about each ship. Children could create a Venn diagram of similarities and differences. For example, Endurance was powered by sail and engines which ran on coal. Agulhas was powered by a diesel-electric system with 12,000 KW output capacity. Both vessels had engines but used different fuel. Endurance also used wind power. They might also note that the two ships were built 100 years apart and how much longer than Endurance the Agulhas II is. Discuss the difference between Expedition members and crew members and remind children that Shackleton's expedition had two ships each with a crew of 28, the other ship being the Aurora which would meet Shackleton in Antarctica.

- Discuss the photographs themselves. Those of Hurley were taken in black in white and whereas the Agulhas II was filmed in colour, using a variety of high-tech cameras, including drones. The links will take you to the Youtube video footage of Agulhas II and to the gallery of images.
- Slide 7 has the same facts from Slide 6 but muddled up. This could be a later assessment activity for children to do individually or in pairs, working to match up the data with the headings for each ship. Slide 8 has a template for children to complete.
- Slide 9 shows photographs of Shackleton's cabin and a cabin aboard Agulhas II. Discuss similarities and differences. This activity is suitable for KS1. Children could annotate these images with simple labels such as 'books' and 'cabin window', 'bed' etc and talk about how the basic elements of the cabin are quite similar. Using the link, there is a short piece of video where Dan Snow gives a tour of his cabin, 4:53 in. Older children could watch more of the clip and see a tour of the ship Agulhas II.

Crew

- Slide 10 has a list of the crew members recruited to sail on Endurance. Recap what children remember about the crew members and what they notice about them- they're all men. Show slide 11 which has images of women members of the Agulhas II and ask children what this evidence tells us. The children might assume that all the crew are women when they see this but, using the link to the website provided, you can show that there were men crew members too. This is a good opportunity to introduce the idea of incomplete evidence and how some evidence can be biased or selected to make you think in a certain way. Although the evidence on the slide was carefully selected, there are a number of women included in the crew of Agulhas II. Discuss the jobs that they are doing and what the job titles mean.
- Using the link to the web pages of Endurance22 which show the crew members, ask children to select a job role they would choose for themselves and explain why.
- Identify jobs in the crew of Agulhas II that were not needed on Endurance and explain why. For example, helicopter pilot, drone operator.
- Ask children to select a job title and write an imagined email home, explaining what they have been doing as part of their job.

Clothes and personal equipment

- Slides 12 and 13 show the difference in clothing between members of the Trans- Antarctic expedition in 1914 and the crew of the Agulhas II. On slide 12, we can see Shackleton wearing a protective hood that he made for himself, stitching a piece of animal skin to cover his head and neck from the Antarctic cold. He is also wearing enormous, bulky, furry gloves. On the right we see the explorer and broadcaster Dan Snow, dressed in lightweight, waterproof garments with a life jacket on too. Ask children which outfit they would rather wear and why. Slide 13 shows some contemporary polar wear and again, some from Shackleton's era equipment laid out. This just reminds us how little in the way of technical clothing and equipment Shackleton's expedition had.
- Children could draw a picture of a polar explorer now, and 100 years ago and label the clothing they are wearing.

Technology

- Show slide 14 and ask children what they think is happening. What is that being lowered into the water and why is it being used as part of the search for Endurance? Children will probably be familiar with the idea of drones: controllable cameras that fly and take images. This is a kind

of camera drone that can travel through water and was a key part of the search for the wreck of Endurance. It works by using sonar to map and image beneath the sea. After taking children's ideas, watch the beginning the clip using the link which shows the drone being put into the water in the search for Endurance. Ask children to take notes while watching the clip so that they can write a short paragraph explaining what happened. More capable and older children could do this individually or children could work in pairs and groups. You might want to visit the glossary on slide 18 to ensure children are familiar with the technical language used.

- Pose some enquiry questions before watching the clip to help focus children's attention on the important facts. Where was this? (The Weddell Sea, close to Endurance's last known position). You might want to revisit the map again on slide 3. What kind of a place is it? How deep is the wreck? (More than 3000 metres). When was the search drone launched? (February 2022). After watching the clip long enough to find out enough information, give some writing time for children to use their notes. Discuss which of their notes are factual and how good the evidence is.
- Slide 15 shows the team responsible for the *Sabertooth* drone and gives an opportunity to discuss the number of people needed to work as a team to make this successful. Using the image on slide 15 showing the technical team for the Sabertooth drone, create some speech and thought bubbles and ask children to write something imagining how the crew are feeling as the search gets underway. Discuss the difference between us imaging or inferring how they are feeling and what they are thinking with the factual notes made previously.
- Using the links to the Endurance22 website and image gallery, let children explore and see how many examples of modern technology they can find. The examples such as underwater and aerial drones, helicopters, drilling rigs, computer and satellite technology all show us how much technology has moved on in the past 100 or so years but also remind us what a staggering feat it was that Shackleton and his team achieved. Ask children to say which in their opinion was the most essential piece of modern technology. Was it the underwater drone? The computers? The modern navigational mapping system? Ask children to select one aspect and explain why.
- Consider the difference between being a team member in 1914, cut off from the outside world with no means of communication at all, away from your family for years and no knowing what was happening in the rest of the world; and having the use of satellite phones, tv and radio links and satellite communications.
- Slides 16 and 17 show the images streamed back to the Agulhas II from the underwater drone on finding the Endurance. These show a very recognisable ship with even her name clearly visible. Discuss how the crew of Agulhas felt on making this huge discovery.

Resources

See additional resource links at end. There is a suggested assembly activity with the story of Shackleton's bible.

Taking it further

[Ernest Shackleton's Ship Endurance Found - YouTube](#) is a 10-minute clip with film and music only showing the drone being launched and images of the found Endurance.

KS1 Ask children to describe the scene and the kind of environment using digital maps and words, with as much geographical vocabulary as they can.

KS2 Split the video into five two-minute sequences and challenge each of five groups to record a voiceover to accompany the film clip. This would involve watching their given clip carefully, making notes, writing a narrative, and then recording a voice over.

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Vocabulary

- See the Book glossary and encourage pupils to develop this with their own collected vocabulary. There is also a dedicated glossary on slide 18.

Curriculum Links

Geography

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans

Human and physical geography

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- use basic geographical vocabulary

Key Stage 2

Locational knowledge

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

History

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Links to other Areas of learning

English: speaking and listening, opportunities for reports, creative writing and descriptive writing, diaries, letters, lists and labels.

Mathematics: opportunities to measure, record, and to create and present data

Science: links to KS2 work on habitats, sound, electricity.

Web Links

- Digimap for Schools www.digimapforschools.edina.ac.uk
- Images of Explorers [Images of Explorers, Images of Exploration, Images of Discovery – RGS Picture Library https://images.rgs.org/](https://images.rgs.org/)
- Endurance22 [Royal Geographical Society - What we do \(rgs.org\) https://www.rgs.org/about/the-society/what-we-do/teachers/endurance22/](https://www.rgs.org/about/the-society/what-we-do/teachers/endurance22/)
- Subject Animation Shackleton [Royal Geographical Society - Geography resources for teachers \(rgs.org\) https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-shackleton/](https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-shackleton/)
- Teaching about Shackleton <https://www.rgs.org/about/the-society/what-we-do/teachers/endurance22/>
- Endurance22 Expedition <https://endurance22.org/>
- [Endurance22 | Live Q&A With Dan Snow In Antarctica – YouTube](#)
- [Drone Launched To Find Endurance Shipwreck In Antarctica! - YouTube](#)
- [Endurance22 - The Hunt For Shackleton's Lost Ice Ship](#)
- [Ernest Shackleton's Ship Endurance Found - YouTube](#)