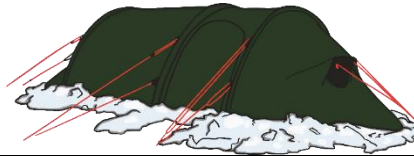


## Year 2 - Ice Explorers

I know that Felicity Ashton is famous for being the first female to ski across Antarctica on her own. I can name some of the equipment she had with her.



I know that Ernest Shackleton went on multiple expeditions to reach the South Pole but each time he encountered problems (bad weather, scurvy, trapped in ice).



I know why Matthew Henson is significant in the history of ice exploration (he was not recognised for reaching the North Pole in the same way as Robert Peary (a white man)).



I know that Tenzing Norgay was the one of the first two people to reach the summit of mount Everest, the highest mountain in the world.



I know how ice exploration has changed over time. I know some similarities and differences between equipment used now and in the past. I know that people were not always treated the same in the past (gender, race).



## Links with previous learning

Year R	<ul style="list-style-type: none"><li>• Geography - cold places of the world</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Geography - where is the Arctic and Antarctica?</li><li>• History - using photographs to learn about the past</li></ul>
Year 2	<ul style="list-style-type: none"><li>• History - Great Fire of London: how life is different now compared to the past</li><li>• History - knowing we can find out about the past from different sources</li></ul>

## Links with future learning

Year 3	<ul style="list-style-type: none"><li>• 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</li><li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li><li>• Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li><li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li><li>• Understand how our knowledge of the past is constructed from a range of sources</li></ul>
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