

# Y2 History – Lives of significant individuals – Captain James Cook

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| <b>Inspiration</b><br>Culture – local history (visit to Captain Cook Museum)  |   | <b>Partnership with parents</b><br>Place and Belonging – the local area   |  |
| <b>Key Questions</b> <ul style="list-style-type: none"> <li>- How did James Cook become a captain?</li> <li>- Where did Captain James Cook go and what did he discover?</li> <li>- What did James Cook do for us?</li> </ul>  | <b>Concepts</b> <ul style="list-style-type: none"> <li>- Significance</li> <li>- Chronology</li> <li>- Evidence</li> </ul> <b>Skill Development M1 Advancing</b> <ul style="list-style-type: none"> <li>- When presented with evidence, some questions about the past are asked and answered</li> <li>- A growing number of relevant questions about the past are asked</li> <li>- A growing number of representations of the past are understood and used such as newspapers, stories, pictures, artefacts and documents.</li> <li>- A range of historical events are described, using historical language and interesting detail.</li> <li>- The term ‘significant’ is increasingly understood and used to select people from the past to describe.</li> <li>- There is growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present this information.</li> <li>- There is a growing understanding of the passing of time and decisions are made as to how to place events and artefacts in the correct order.</li> <li>- Timelines are generally annotated to include some historical language.</li> <li>- The main events of one’s own life are recounted with interesting historical detail.</li> <li>- Dates are used to chart some events.</li> <li>- Historical language is becoming fluent and decisions as to what language to use are beginning to be made.</li> </ul> | <i>Also covered in:</i><br>Y3 – Britain’s settlement by Anglo-Saxons and Scots<br><br><b>By the end of this unit, children will be able to:</b> <ul style="list-style-type: none"> <li>- Articulate why James Cook is a significant person from the past</li> <li>- Know where James Cook is from and that he is local to them</li> <li>- Plot key events on a timeline</li> <li>- Describe Cook’s lasting legacy and its impact on us now</li> </ul> |  |
| <b>Knowledge</b> - <a href="https://www.npg.org.uk/whatson/makingamark/teaching-resources/exploring-the-wider-world-and-beyond/">https://www.npg.org.uk/whatson/makingamark/teaching-resources/exploring-the-wider-world-and-beyond/</a> (British Library website – David Attenborough video discussing using Cook’s map and Joseph Banks)  |   |   |  |
| <ul style="list-style-type: none"> <li>- James Cook was born in the small village of Marton near Middlesbrough in 1728. As a young man he gained his first experience of the sea working for a coal merchant in Whitby, before joining the Royal Navy in 1755. Cook became a brilliant navigator and developed an ambition to go not only ‘farther than any man has been before me, but as far as I think it possible for man to go’.</li> <li>- Cook led three voyages to the Pacific Ocean in ships named Endeavour, Resolution, Adventure and Discovery. Over 250 years later, NASA named two of its space shuttles after them. Cook’s ships became floating laboratories, crewed by sailors, scientists and artists and packed with equipment to help them explore and bring back knowledge of the seas, lands, peoples, plants and animals they encountered. Joseph Banks – a ground-breaking botanist joined Cook. Cook took with him Harrison’s winning chronometer (finding latitude and longitude) which was so accurate at sea. This enabled him to create accurate maps that were then used until relatively recently (until we had satellites)</li> <li>- The first voyage lasted two years (1769–1771), Cook and his crew sailed on Endeavour to Tahiti to observe the transit of Venus, continued to New Zealand and then sailed along the eastern coast of Australia, an area of the country where no European had ever been before. Cook named this part of Australia ‘New South Wales’.</li> <li>- Believing there was a ‘great southern continent’ to be discovered, Cook set out on a second voyage in 1772, this time lasting three years and venturing as far as the Antarctic circle, further south than any European had ever been before. They were forced to turn back because of the intense cold and travelled to New Zealand where Cook traded with the Maoris, and then on to Tahiti, where two Tahitians joined the crew on their journey back to Britain.</li> <li>- Cook’s third voyage began in 1776 and took him to North America and then Hawaii. Cultural differences between the Hawaiian islanders and the crew led to difficulties between them and relations turned hostile. Cook tried to take the Hawaiian Chief hostage and was killed.</li> <li>- Cook’s three voyages transformed knowledge and understanding among Europeans about the wider world and its people. For people living in Britain in the 1700s, Australia would have been as distant and unreachable a world as outer space is for us today, and animals like kangaroos and dingos would have seemed like ‘alien’ species. Captain Cook and his crew captured the imaginations of both the general public and scientists in Europe, by bringing back hundreds of objects, drawings and paintings of the incredible things they saw on the other side of the world. When they returned from the first voyage, scientist Joseph Banks commissioned the best animal painter of the time, George Stubbs, to create a painting of a kangaroo, to show people in Britain what it looked like. Stubbs had, of course, never seen a kangaroo in real life - and never did. He created the painting from sketches, descriptions and a stuffed kangaroo skin that Banks brought back with him.</li> </ul> |   |   |  |
| <b>Topic Specific Vocabulary</b><br>Captain, voyage, embark, longitude, latitude, merchant, navigator/navigation, chronometer, crew, sailor, explorer, chart, cartographer, indigenous, Maori, botanist, scurvy, limes,   |   | <b>NC Subject content</b><br>Significant historical events, people and places in their own locality   |  |
| <b>Subject Specific/Academic Vocabulary</b>   |   |   |  |
| This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.   |   |   |  |
| <b>Year 1</b>   |   | <b>Year 2</b>   |  |
| Text, design, estimate, research, items, select, technology, method, role, similar, site  |   | Community, conclusion, evidence, previous, primary, traditional, context, literature  |  |
| <b>We are historians/Being a historian/I am a historian (Product end Point)</b><br>Profile of Captain James Cook  |   |   |  |