

Thursday March 7, 2020

EXPLORERS



Thomas Bullock you are Seafaring Explorers!

Did you know that less than 5% of the Earth's oceans have been explored? In fact there are better maps of Mars already, than the ocean floor.

Today we are exploring under and over the sea!

You could research an explorer.

Maybe you could, look at pirates, under the sea and sea-exploration?

How many oceans are there in the world?

What lives in the sea?

Could you draw a treasure map?

Maybe spend some time looking at maps and how far explorers travelled.

You could write a sea adventure or poem?

Draw or paint an imaginary sea picture.

In science you could investigate floating or sinking.



EYFS and KS1 Seafaring Explorers!

Christopher Columbus was an explorer.

Look at the videos and information about his life and

discoveries: <https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn>



Key facts

Christopher Columbus was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates! Columbus only survived by swimming to land.

He became famous as the explorer who found new lands called 'The Americas'. But actually, many people already lived there.

He found the Americas by accident! He was actually looking for a new way to get to China and India.

KS2 Seafaring Explorers!

This page is about the life of Christopher Columbus. He was from Italy and was born in 1451. He sailed the seas trying to find a route from Europe to Asia by sailing west. He did discover what would later become America.

Watch the video about his life and discoveries: <https://www.bbc.co.uk/teach/class-clips-video/ks2-christopher-columbus/z7j3hbk>

In English and Geography you could explore:

- What food and equipment would you need to take with you on a journey like this? Make a poster or a report to show what you learn.
- Columbus used a compass to navigate on his journey. What can you find out about the eight points of a compass and how compasses and lines of longitude and latitude would be used to navigate.
- Write an adventure story about imaginary explorers discovering new lands.
- Pretend you are packing for a seafaring adventure of several months. Can you record a video diary of what you expect to need and for months or even years out at sea?

Seafaring Explorers!



Can you go on a virtual museum tour? What other paintings did you find? <https://www.nationalgallery.org.uk/visiting/virtual-tours>

We are learning to be Artists.

- Have a look at the painting by Dioscoro Puebla called Desembarco de Colon. Why would this painting have been made?
- What colours do you notice?
- Using any medium: paint, sculpture, crayons or pencils. Can you create your own pictures of an explorer arriving in a new land?
- Have a look at others by Puebla: <https://gallerix.org/storeroom/669184366/>
- What do you notice in his other works?

Seafaring Explorers!

We are learning to become Musicians.

In Music we learn to perform songs we know and follow a tune. In seafaring times, sea shanties were songs during the time of the great sailing ships. The Golden Age of the shanties was in the mid-nineteenth century. Their rhythms coordinated the efforts of many sailors working together. In Lord Nelson's Navy, shanties were banned, and the work was accompanied instead by calling out numbers or the rhythmic playing of a fiddle or fife.

The word shanty is from the French word chanter which means to sing. They were not originally in the musical form we find them today, but chanted, with emphasis on a syllable or word as sailors performed their work. The chanter or shanty man calling out words and the men calling out the chorus in rhythm to their work. The words of the chorus usually coincided with a heave, or pull. Just like a good drill sergeant today can make a march more bearable with the proper use of a song.

[Sea Shanty](#): Listen to this Sea Shanty tune you have downloaded. Can you create a similar tune or add words to this one? Do you know any others?

Seafaring Explorers! <https://www.youtube.com/watch?v=fmabzprll7k>

Learn the following song, can you come up with the actions and perform this?

A sailor went to sea,
sea, sea,
To see what he could
see, see, see.
But all that he could see,
see, see
Was the bottom of the
deep blue sea, sea, sea.
A sailor went to chop,
chop, chop,
To see what he could
chop, chop, chop.
But all that he could
chop, chop, chop
Was the bottom of the
deep blue chop, chop,
chop.
Sea, sea, sea.

A sailor went to
knee, knee, knee,
To see what he
could knee, knee,
knee,
But all that he
could knee,
knee, knee,
Was the bottom of
the deep blue knee,
knee, knee.
Chop, chop, chop.
Sea, sea, sea.

A sailor went to
snap, snap, snap,
To see what he
could snap, snap,
snap.
But all
that he could snap, s
nap, snap
Was the
bottom of the deep b
lue snap, snap, snap
.
Knee, knee, knee.
chop, chop, chop.
Sea, sea, sea.

A sailor went
to jump, jump, jump,
To see what
he could jump,
jump, jump.
But all that
he could jump,
jump, jump
Was the bottom
of the deep blue
jump, jump, jump.
Snap, snap, snap.
Knee, knee, knee.
chop, chop, chop.
Sea, sea, sea.