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**ARTS COUNCIL  
ENGLAND**

## Museums & Schools Lesson Plan

<b>Workshop Title:</b> Isle of Wight Before 1066 (the Anglo-Saxons) Digital Map	<b>Venue:</b> In school.	<b>Key Stage:</b> KS2 <b>Class Size:</b> N/a
<b>Length of Session:</b> 60 mins	<b>Support Staff Required:</b> N/a	<b>Arrival Details / Risk Assessment:</b> N/a

### Curriculum Links

<b>History</b>	<ul style="list-style-type: none"> <li>• A local history study</li> <li>• Identifying similarities and differences between ways of life in different periods</li> <li>• Understanding how knowledge of the past is constructed from a range of sources, including artefacts</li> <li>• A study over time tracing how several aspects of national history are reflected in the locality</li> <li>• Note connections, contrasts and trends over time and develop appropriate use of historical terms</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Locating places on the Island</li> <li>• Types of settlement and land use</li> <li>• The Island's different topographical zones and relationship to the mainland</li> <li>• Economic activity including trade links</li> <li>• Reading digital maps and using Geographical Information Systems (GIS)</li> </ul>
<b>STEM</b>	<ul style="list-style-type: none"> <li>• Improving digital literacy and confidence</li> <li>• Using online resources to search and find knowledge and information</li> <li>• Counting letters and spelling out a word</li> <li>• Working scientifically: observing closely, gathering and recording data to help answer questions</li> </ul>
<b>English and Art</b>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction information pop-ups</li> <li>• Ask relevant questions to extend understanding and knowledge</li> <li>• Work and communicate collaboratively if undertaken in groups</li> <li>• Observation and drawing of object from a photograph</li> </ul>

### Pre-Session

<b>Prior Learning Required</b>	No prior learning is necessary
<b>Resources Required</b>	<p>Dynamic timeline (rolling pin, ribbon pieces, a piece of wood you've collected – provide instructions)</p> <p>Short intro film</p> <p>Isle of Wight Before 1066 Digital Heritage Map</p>

	<p>Access to up-to-date computer hardware, with up-to-date browser, and good broadband/ WiFi connection. (This exercise can be undertaken individually or in groups)</p> <p>Card and map version for settings without digital access (pick a card and find the places on a map, undertaken as a class)</p>
<b>Vocabulary to be Introduced</b>	Satellite map, artefacts, location, place, chronology, Stone Age (Palaeolithic), Stone Age (Mesolithic), Stone Age (Neolithic), Bronze Age, Iron Age, Romans, Anglo-Saxons, topography
<b>Learning Objectives / Outcomes</b>	
<b>ALL students</b>	<ul style="list-style-type: none"> <li>• Evidence for the Anglo-Saxons can be found on the Isle of Wight</li> <li>• Experience working with digital maps and GIS software</li> </ul>
<b>MOST students</b>	<ul style="list-style-type: none"> <li>• Understand the types of artefacts discovered on the Isle of Wight, what they look like, how old they are, how they were used and who used them</li> <li>• Be able to search for locations and places using GIS software</li> </ul>
<b>SOME students</b>	<ul style="list-style-type: none"> <li>• Relate the places they have discovered on the map with real places in the landscape</li> <li>• Understand how Anglo-Saxon communities used different parts of the Island (valleys, coasts, hills) in different ways, and why</li> </ul>
<b>Differentiation / Extension Activities</b>	To be added
<b>Provision for Students with Additional Needs:</b>	To be added
<b>Assessment Strategies</b>	Individual completion of activity quiz sheet, classroom drawing collection, discovering the 'Anglo-Saxon' word
<b>Learner Activities / Questions &amp; Class Organisation</b>	
<b>Starter</b> 15 mins	<p>Dynamic timeline activity</p> <p>Play the introductory film (2 mins) to introduce you to the Anglo-Saxons on the Isle of Wight and how to use the digital map</p>
<b>Activities</b> 35 mins	Using the resource, complete the activity quiz either individually or in groups of 2-3.
<b>Plenary</b> 10 mins	<ul style="list-style-type: none"> <li>• View the collection of drawings created by the class</li> <li>• Invite students to talk about their objects – how heavy do you think it is? (As heavy as a....) What do you think it feels like? How long do you think it is? Where was it made? Where was it found? Who used it? and What was it used for? (Could have a display of objects to help with this: smooth stones; rough stones; metal objects)</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Introduce the idea of material being from burials, often located in higher more remote places, with living settlements likely to be in valleys close to rivers.</li><li>• What was the familiar word with Anglo-Saxon origin they discovered? 'Run' derived from the Old English 'rinnan'.</li><li>• Where do they think these objects are now?</li></ul> |
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