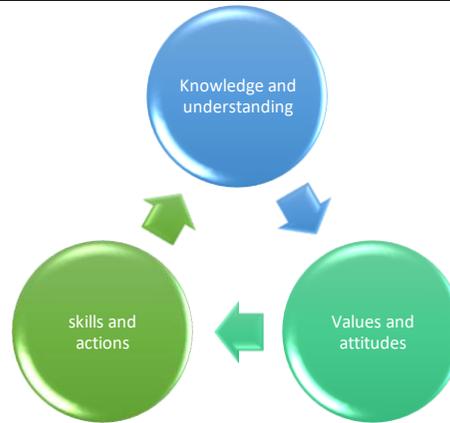


The Earth Museum British Empire and Explorers Learning Plan: Part One (for GFMAT Service Families Year 8 Learning Group, 2021-22)

TEM Global Citizen Learning Framework



GFMAT Future Skills

- Listening
- Speaking
- Teamwork
- Creativity
- Leadership
- Aiming High
- Problem Solving
- Staying Positive

Curriculum Links

History

- Ideas, political power, industry and empire: Britain, 1745-1901, including the development of the British Empire and Darwin's 'On the Origin of Species'
- A local history study – a depth study linked to the areas of study identified above

- Know and understand the history of these islands and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contracts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Geography

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key human geographical features of the world (war, migration, cultural fusion)
- Are competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- Use Geographical Information Systems to view, analyse and interpret places and data

Computing

- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- Create, re-use, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Citizenship

- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

	Lesson Plan 1: Charles Darwin – an explorer of the British empire	Lesson Plan 2: Taken Rapanui Heritage – a case study of impact	Lesson Plan 3: Exploring these interconnected worlds virtually	
Knowledge and understanding	Exploring Darwin to understand his scientific journey around the world, including interactions with local (indigenous) people and the role of collecting.	Understanding the impact of imperial activities on a case study local (indigenous) community – the Rapanui of Rapa Nui Easter Island.	As a case study through the lens of a Rapanui obsidian axe, understand ways in which the histories of Britain and Rapa Nui Easter Island are connected.	
Values and attitudes	Reflection on impact of British imperial expansion on local (indigenous) lives and livelihoods.	Developing empathy with Rapanui people – challenges faced and resilience Ability to consider the impact of imperial actions on other people’s lives – in the past and into the present	Appreciate how actions by people in one place are connected with people’s experiences in another Reflect on how history can be told in different ways through many voices	
Skills and actions	Objects as historical source Reading and summarising learning in writing Debating challenging social topics (listening, forming a viewpoint, sharing) Using GIS software	Undertaking personal research and interpreting information discovered Coming to a view on the ethics of a question Using GIS software	Listen to and empathise with different voices. Reflect on how their actions in the present might influence people’s experiences elsewhere today Using virtual immersive software	



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