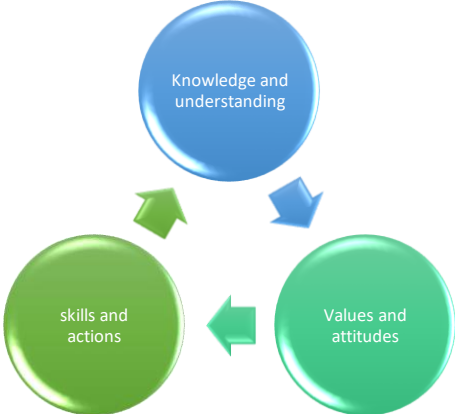


The Earth Museum Year 6 Exploration Learning Plan

TEM Global Citizen Learning Framework	
	
GFMAT Future Skills	
<ul style="list-style-type: none"> • Listening • Speaking • Teamwork • Creativity • Leadership • Aiming High • Problem Solving • Staying Positive 	
Curriculum Links	
<p>History</p> <ul style="list-style-type: none"> • A significant turning point in British history – heroic age of exploration • Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	

- 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
- Note connections, contrasts and trends over time and develop appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

Geography

- Extend their knowledge and understanding beyond the local area to include the UK, Europe, North and South America
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge
- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle
- Describe and understand key aspects of physical and human geography
- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied

Computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively
- Select, use and combine a variety of software on a range of digital devices to design and create content that accomplishes given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly

Citizenship

- Learn about the wider world and the interdependence of communities within it

- Develop sense of social justice and moral responsibility and begin to understand how their own choices and behaviour can affect local, national or global issues
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- To think about the lives of people living in other places and times, and people with different values and customs

	Lesson Plan 1: Expeditions of Exploration	Lesson Plan 2: Haslar Hospital Exploration Collections	Lesson Plan 3: Haslar Hospital Museum Visitors	Lesson Plan 4: Creating our own Explorer Map
Knowledge and understanding	<p>Discover how the Heroic Age of Polar Exploration is part of a longer tradition of exploration by the Royal Navy and the British Empire</p> <p>Understand how these explorers encountered other people living across the world</p>	<p>Discover how the local Haslar Hospital is connected with this tradition – providing doctors to look after crew and carry out scientific research</p> <p>Understand how these explorers encountered other people living across the world</p>	<p>Discover how Haslar Hospital had an important scientific museum in the C19th which displayed artefacts and natural history brought back by these doctors</p> <p>Understand how encounters influenced the lives of other people and their descendants (legacies of empire)</p>	<p>Bringing these stories together</p> <p>Adding their own individual and collective understanding</p>
Values and attitudes	<p>Think about the lives of people living in other places and times</p>	<p>Think about the lives of people living in other places and times</p>	<p>Reflect on the impact of past encounters into the present – the idea of legacies</p>	<p>Taking collective responsibility to create a respectful narrative about the history of exploration and its legacy</p>
Skills and actions	<p>Sharing this reflective experience with others</p> <p>Recording information accurately and respectfully</p>	<p>Carrying out individual research into past lives</p> <p>Recording information accurately and respectfully</p>	<p>Carrying out individual research into past lives</p> <p>Recording information accurately and respectfully</p>	<p>Working as a team</p> <p>Working out latitude and longitude</p>

	<p>Use of GIS mapping resource</p> <p>Making a graph with collected data</p> <p>Empathy with people living in other places and times with different values and customs</p>	<p>Use and interpretation of website data and information online</p> <p>Empathy with people living in other places and times with different values and customs</p>	<p>Sharing this reflective experience with others</p> <p>Public speaking</p> <p>Use imagination to understand other people's experiences</p>	<p>Compiling the spreadsheet and photographic data for uploading on to their Explorer</p> <p>Reflecting on what learnt about social justice and moral responsibility; impact of people on others</p> <p>Sharing this reflective experience with others</p>
Resources	<p>British Expeditions of Empire (Haslar)</p> <p>British Expeditions of Empire (Haslar) Activity Sheet KS2</p>	<p>Haslar Hospital Exploration Collections</p>	<p>Museum Visitors</p> <p>Haslar Hospital Exploration Collections</p>	<p>Create The Earth Museum (to follow)</p>
Activities	<p><i>30 minutes</i></p> <p>Choose an expedition, working individually or in pairs</p> <ul style="list-style-type: none"> Record name of captain, surgeons and number of crew Record purpose of expedition <p>Follow the voyage leaving the UK and travelling the world</p> <ul style="list-style-type: none"> Find and record its point of departure. 	<p><i>30 minutes</i></p> <p>Working in pairs, find 10 items (artefacts) from different parts of the world – select an image that catches your attention and click on it to discover the item behind the image.</p> <p>Make a record of:</p> <ul style="list-style-type: none"> Image number you looked at 	<p><i>30 minutes</i></p> <p>Split the class into groups of 4-6 and split each group in half.</p> <p>One half research names of visitors to the museum online via Wikipedia and write a short note of introduction about one of these names;</p> <p>One half imagine you are the museum curator at Haslar in</p>	<p><i>20 minutes</i></p> <p>Uploading item drawings for your 2 items and creating a spreadsheet of URLs</p> <p>Working out latitude and longitude for where we want to map the objects</p> <p><i>20 minutes</i></p> <p>Add the following information for your 2 items to our master spreadsheet:</p>

	<p>Make a note of the climate they were used to</p> <ul style="list-style-type: none"> Find and record 5 other places the expedition stopped and make a note of the climate they experienced <p><i>20 minutes</i> Make a graph of the temperature zones they travelled through from the data you collected</p> <p>Change the basemap to imagery/ imagery with labels, zoom into the landscape and look at how different it is in the various places they visited</p> <p><i>10 minutes</i> Discuss as a class how the crew might have experienced these different environments on the journey</p>	<ul style="list-style-type: none"> And for the object revealed: <ul style="list-style-type: none"> What it is What made of Where from Who made it Previous owner Where is it now <p><i>20 minutes</i> Choose 1-2 objects each to draw. Take a photo of your drawing when finished and upload it to a Google folder prepared by your teacher</p> <p><i>10 minutes</i> Class discussion – what do you think it might have been like for strangers to meet (the explorers and the local people they met across the world)</p>	<p>the 1840s preparing a tour for a group of visitors. Referring back to your notes from lesson 2, choose 5 items to show and prepare a 10-minute tour of the collections on the website</p> <p><i>20 minutes</i> Play out a visit to the museum in groups. Visitors introduce yourselves to the curator as your chosen person; curators present a 10 minute tour of the items you have selected for the visitors</p> <p><i>10 minutes</i> As a whole class, the teacher acts out the part of an uninvited visitor from one of the local (indigenous) communities from which an item was collected:</p> <ul style="list-style-type: none"> You were strangers arriving in my home; speaking languages we did not understand 	<ul style="list-style-type: none"> Latitude and longitude Name of object Where it is from Who made it What it is made of Where is it now Drawing image URL <p><i>20 minutes</i> We will then upload our master spreadsheet to create our own Haslar Hospital Museum Explorer Map</p>
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			<ul style="list-style-type: none">• You visited and we traded food and other items together• Sometimes we got on as friends; other times we were suspicious and even violent towards each other• You brought new materials for us to use; and we introduced you to new materials too• You brought guns and disease which changed our lives forever• Eventually you took our lands and introduced your religion, language, culture; we kept hold of our own in private and in more recent years our descendants have been able to rediscover their identity with all we passed down• Life can still be hard for us; we don't always feel equal	
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