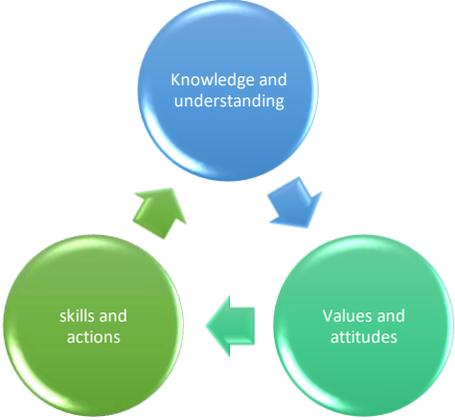


The Earth Museum Year 6 Exploration Learning Plan

<p><b>TEM Global Citizen Learning Framework</b></p>

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

- 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

	<b>Lesson Plan 1: Expeditions of Exploration</b>	<b>Lesson Plan 2: Haslar Hospital Exploration Collections</b>	<b>Lesson Plan 3: Haslar Hospital Museum Visitors</b>	<b>Lesson Plan 4: Creating our own Explorer Map</b>
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>
<b>Skills and actions</b>	<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><a href="#">British Expeditions of Empire (Haslar)</a></p> <p><a href="#">British Expeditions of Empire (Haslar) Activity Sheet KS2</a></p>	<p><a href="#">Haslar Hospital Exploration Collections</a></p>	<p><a href="#">Museum Visitors</a></p> <p><a href="#">Haslar Hospital Exploration Collections</a></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"> <li>Record name of captain, surgeons and number of crew</li> <li>Record purpose of expedition</li> </ul> <p>Follow the voyage leaving the UK and travelling the world</p> <ul style="list-style-type: none"> <li>Find and record its point of departure.</li> </ul>	<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"> <li>Image number you looked at</li> </ul>	<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"> <li>Find and record 5 other places the expedition stopped and make a note of the climate they experienced</li> </ul> <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"> <li>And for the object revealed:             <ul style="list-style-type: none"> <li>What it is</li> <li>What made of</li> <li>Where from</li> <li>Who made it</li> <li>Previous owner</li> <li>Where is it now</li> </ul> </li> </ul> <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"> <li>You were strangers arriving in my home; speaking languages we did not understand</li> </ul>	<ul style="list-style-type: none"> <li>Latitude and longitude</li> <li>Name of object</li> <li>Where it is from</li> <li>Who made it</li> <li>What it is made of</li> <li>Where is it now</li> <li>Drawing image URL</li> </ul> <p><i>20 minutes</i> We will then upload our master spreadsheet to create our own Haslar Hospital Museum Explorer Map</p>
--	---	--	--	---



THE EARTH  
MUSEUM

			<ul style="list-style-type: none"><li>• You visited and we traded food and other items together</li><li>• Sometimes we got on as friends; other times we were suspicious and even violent towards each other</li><li>• You brought new materials for us to use; and we introduced you to new materials too</li><li>• You brought guns and disease which changed our lives forever</li><li>• 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</li><li>• Life can still be hard for us; we don't always feel equal</li></ul>	
--	--	--	--	--