

## Museums & Schools Lesson Plan

<b>Workshop Title:</b> Island Childhood Digital Explorer Game	<b>Venue:</b> In school.	<b>Key Stage:</b> KS3 <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

### UN SDG Link



### Curriculum Links and Skills

<b>Geography</b>	<ul style="list-style-type: none"> <li>Develop contextual knowledge of the location of globally significant places</li> <li>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Development of Church, state and society in Britain 1509-1745 - society economy and culture; ideas, political power, industry and empire, Britain, 1745-1901 – Britain as first industrial nation, the impact on society; challenges for Britain 1901 to the present day – social, cultural and technological change in post-war British society</li> <li>A depth local history study linked to the above British areas of study</li> <li>Know and understand the history of these islands as a coherent, chronological narrative; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts</li> <li>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</li> </ul>
<b>Citizenship</b>	<ul style="list-style-type: none"> <li>Are equipped with the skills to think critically and debate political questions</li> <li>Develop skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action</li> </ul>

### Pre-Session

<b>Prior Learning Required</b>	No prior learning is necessary. This session would work well as a follow up focus on the local childhood context of studying the social history of Britain from 1509 through to post-war British society
<b>Resources Required</b>	<ul style="list-style-type: none"> <li>Island Childhood Chronology</li> <li>Island Childhood Explorer Map (online) <i>or non-digital card version</i></li> <li>Island Childhood Explorer Game</li> <li>Dice and counters</li> </ul>

	<ul style="list-style-type: none"> <li>Notebook and pencil (recyclable)</li> </ul> <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>
<b>Vocabulary to be Introduced</b>	Hornbook, shipwreck, plate negative, alcove, bye-laws and regulations, education, House of Industry, watercolour, embroidered sampler, needlework, lending bags, burial plaque, craftsman, pamphlet, climbing boys, spinning top, evacuee children, game designer, cadets, ration book, Guild of Help, souvenir, martyr, conviction, scholarly, academic, consumption, salvage, domestic service, shipbuilding, tourism, abuse, mistreated, agriculture, ladylike, salvation, legal requirement, vulnerable, fashionable, allotment, prototype, orphan, imprisonment, poverty, periodicals, curriculum
<b>Learning Objectives / Outcomes</b>	
<b>ALL students</b>	<ul style="list-style-type: none"> <li>Increase their knowledge and understanding of what it was like to be a child on the Isle of Wight over the past 500 years</li> <li>Experience working with digital maps and GIS software</li> </ul>
<b>MOST students</b>	<ul style="list-style-type: none"> <li>Describe what it was like to be a child on the Island during the past 500 years and compare it to their own lives</li> <li>Explain how work and schooling changed for Island children over the past 500 years</li> <li>Understand that artefacts in museum and archive collections are a valuable resource in the study of scientists of the past</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>Explain to what extent has work and schooling changed for Island children over the past 200 years</li> <li>Relate the places they have discovered on the map with real places in the landscape</li> <li>Reflect on how children across the world today have different experiences of childhood</li> </ul>
<b>Differentiation / Extension Activities</b>	<p>Have a go at developing their own short game using the map for other students to use</p> <p>Research and propose other items to add to the map, and prepare content for 'pop-up windows'</p>
<b>Provision for Students with Additional Needs:</b>	This lesson plan has been designed to provide active learning that combines both individual and collaborative engagement. Students can work at individual pace and take an active role in small group/ class-based work. Use of technology supports adjustments for visual and hearing impaired. Duration of digital engagement time is focused.
<b>Assessment Strategies</b>	Successful completion of the game as a collaborative venture, individual creative response session, engagement in plenary discussion
<b>Learner Activities / Questions &amp; Class Organisation</b>	

<b>Starter</b> 10 mins	Using the Island Childhood chronology as a guide, reflect on how British society changed generally over the past 500 years
<b>Activities</b> 40 mins	<p>Play the Island Childhood Explorer Game:</p> <ul style="list-style-type: none"> <li>• Play in groups of 3-4</li> <li>• Each player takes turns to roll the dice and land on a square</li> <li>• Squares have different colours representing the different time periods of object stories to be found on the Explorer Map</li> <li>• A player landing on a square follows the instructions on that square, finding an object for the relevant theme – e.g. Before 1700; 1800 - 1850 – on either the digital version of the map online or using the non-digital cards; and recording the information requested in their notebook</li> <li>• The group that has the most themes represented in the objects they have researched at the end of 20 minutes is the winner!</li> </ul> <p>Students select one of the time periods represented on the Explorer Map and look at all the object pins. Produce a creative response such as:</p> <ul style="list-style-type: none"> <li>• Imagine you are living on the Island during this time period. Write a short story about your life inspired by one of the objects you have looked at</li> <li>• Worldwide 152 million children today between the ages of 5 and 17 work as child labourers. If you could share a message with them, what would you say?</li> </ul>
<b>Plenary</b> 10 mins	<ul style="list-style-type: none"> <li>• Invite students to talk about:             <ul style="list-style-type: none"> <li>○ How the experience of growing up on the Isle of Wight has changed over time, and compare past experiences with their own lives</li> <li>○ How growing up on the Isle of Wight compares with the millions of children around the world today who work as child labourers. How do you feel about this? What action could you take as an individual/ school community?</li> </ul> </li> </ul>