

Museums & Schools Lesson Plan

Workshop Title: Island Childhood Digital Explorer Game	Venue: In school.	Key Stage: KS2 Class Size: N/a
Length of Session: 60 mins	Support Staff Required: N/a	Arrival Details / Risk Assessment: N/a

UN SDG Link



Curriculum Links and Skills

STEM	<ul style="list-style-type: none"> Improving digital literacy and confidence Using online resources to search and find knowledge and information Working scientifically: observing closely, gathering and recording data to help answer questions
Geography	<ul style="list-style-type: none"> Locating places on a world map, including on the Isle of Wight Reading digital maps and using Geographical Information Systems (GIS)
History	<ul style="list-style-type: none"> A local history study of an aspect of history dating from a period beyond 1066 that is significant in the locality A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Identifying similarities and differences between ways of life in different periods Understanding how knowledge of the past is constructed from a range of sources, including artefacts A study over time tracing how several aspects of national history are reflected in the locality Note connections, contrasts and trends over time and develop appropriate use of historical terms
English and Art	<ul style="list-style-type: none"> Retrieve and record information from non-fiction information pop-ups Ask relevant questions to extend understanding and knowledge Work and communicate collaboratively if undertaken in groups Observation and drawing of object from a photograph
Citizenship	<ul style="list-style-type: none"> Talk and write about their opinions, and explain their views, on issues that affect themselves and society Research, discuss and debate topical issues, problems and events Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences Think about the lives of people living in other places and times, and people with different values and customs

Pre-Session

Prior Learning Required	No prior learning is necessary
Resources Required	<ul style="list-style-type: none"> • Island Childhood Chronology • Island Childhood Explorer Map (online) <i>or non-digital card version</i> • Island Childhood Explorer Game • Dice and counters • Notebook and pencil (recyclable) <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>
Vocabulary to be Introduced	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
Learning Objectives / Outcomes	
ALL students	<ul style="list-style-type: none"> • Increase their knowledge and understanding of what it was like to be a child on the Isle of Wight over the past 500 years • Experience working with digital maps and GIS software
MOST students	<ul style="list-style-type: none"> • Describe what it was like to be a child on the Island during the past 500 years and compare it to their own lives • Explain how work and schooling changed for Island children over the past 500 years • Understand that artefacts in museum and archive collections are a valuable resource in the study of people's lives in the past • Be able to search for locations and places using GIS software
SOME students	<ul style="list-style-type: none"> • Explain to what extent has work and schooling changed for Island children over the past 200 years • Relate the places they have discovered on the map with real places in the landscape • Reflect on the value of education in young people's lives
Differentiation / Extension Activities	<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>
Provision for Students with Additional Needs:	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.
Assessment Strategies	Successful completion of the game as a collaborative venture, individual creative response session, engagement in plenary discussion

Learner Activities / Questions & Class Organisation	
Starter 15 mins	Dynamic timeline exercise. Option: use rolling pins and a long piece of string, with key event/ dates/ date periods as labels tied on with string to give a relative timeline
Activities 35 mins	Play the Island Childhood Explorer Game: <ul style="list-style-type: none"> • Play in groups of 3-4 • Each player takes turns to roll the dice and land on a square • Squares have different colours representing the different time periods of object stories to be found on the Explorer Map • A player landing on a square follows the instructions on that square, finding an object for the relevant time period – 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 on the square in their notebook • The group that has the most time periods represented in the objects they have researched at the end of 20 minutes is the winner! <p>Students work individually to choose an item they have discovered during the game and prepare a creative response to it – perhaps an exhibition label for a museum display or a drawing – what information would they want to share about the item in words/ in picture form?</p>
Plenary 10 mins	<ul style="list-style-type: none"> • Invite students to talk about: <ul style="list-style-type: none"> ○ How growing up on the Island would have been different at each stage in history? ○ What difference would it have made if you were born into a rich or poor family on the Island, and what evidence have you discovered that might help you answer this question? ○ What are the main differences you have noticed between childhood in the past and your lives today? What are the main similarities?