Museums & Schools Lesson Plan

Workshop Title: Isle of Wight Before 1066 Digital Explorer Quiz	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

Curriculum Links

History	• A local history study • 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
Geography	• Locating places on the Island • Types of settlement and land use • The Island's different topographical zones and relationship to the mainland • Economic activity including trade links • Reading digital maps and using Geographical Information Systems (GIS)
STEM	• Improving digital literacy and confidence • Using online resources to search and find knowledge and information • Counting letters and spelling out a word • Working scientifically: observing closely, gathering and recording data to help answer questions
English and Art	• 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

Pre-Session

Prior Learning Required	No prior learning is necessary
Resources Required	• Dynamic timeline materials – rolling pin, long piece of string, Before 1066 and 1700-1900 Chronologies • Isle of Wight Before 1066 Introductory Film • Isle of Wight Before 1066 Digital Explorer (interactive map) • Isle of Wight Before 1066 Digital Explorer Quiz KS2 (activity sheet) 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)

	Card game and physical map version for settings without digital access (pick a card and find the places on a map, undertaken as a class) – from end May 2021
Vocabulary to be Introduced	Satellite map, artefacts, location, place, chronology, prehistory, history, Stone Age (Palaeolithic), Stone Age (Mesolithic), Stone Age (Neolithic), Bronze Age, Iron Age, Romans, Anglo-Saxons, topography, sherd, strap end, metalworker, bronze, cremation, potter, boss, iron, warrior, arrowhead, greyware, Samian, skillet, tribrach, knapper, craftsperson, gilt, keepsake, hypocaust, mosaic, tesserae, plough share, spearhead, fibula, handaxe
Learning Objectives / Outcomes	
ALL students	• Evidence for prehistory, the Romans and the Anglo-Saxons can be found on the Isle of Wight • Experience working with digital maps and GIS software
MOST students	• Understand the types of artefacts discovered on the Isle of Wight, what they look like, how old they are, how they were used and who used them • Be able to search for locations and places using GIS software
SOME students	• Relate the places they have discovered on the map with real places in the landscape • Understand how communities used different parts of the Island (valleys, coasts, hills) in different ways, and why
Differentiation / Extension Activities	Have a go at developing their own short quiz using the map for other students to use Research and propose other items to add to the map, and prepare content for 'pop-up windows'
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	Individual navigation of digital map and completion of activity quiz sheet, including chronology activity, plenary discussion
Learner Activities / Questions & Class Organisation	
Starter 15 mins	Dynamic timeline exercise. For example, 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. (Use Before 1066 and 1700-1900 Chronologies provided to assist) Play the introductory film to the Digital Explorer and Quiz
Activities 35 mins	Using the Digital Explorer resource, complete the activity quiz either individually or in pairs
Plenary 10 mins	• Collate their chronology findings as a class group. Use to prompt a conversation about comparing time periods starting from existing student knowledge. • Invite students to talk about their favourite object and why • What is the closest object to their school or house?

	• Have they ever found anything in their garden?