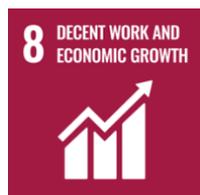


Museums & Schools Lesson Plan

Workshop Title: Chesterfield Culture Map Digital Explorer Game	Venue: In school.	Key Stage: KS3 Class Size: N/a
Length of Session: 60 mins	Support Staff Required: N/a	Arrival Details / Risk Assessment: N/a

UN SDG Links



Curriculum Links and Skills

Geography	<ul style="list-style-type: none"> Develop contextual knowledge of the location of globally significant places Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
History	<ul style="list-style-type: none"> Challenges for Britain, Europe and the wider world to the present day – industry, commerce, changes in society and the growth of recreational pursuits. An in-depth local history study linked to the above British area of study 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 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 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
Citizenship	<ul style="list-style-type: none"> Are equipped with the skills to think critically and debate political questions Develop skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action

Pre-Session

Prior Learning Required	No prior learning is necessary.
Resources Required	<ul style="list-style-type: none"> Chesterfield Culture Explorer Map (online) <i>or non-digital card version</i> Chesterfield Culture Explorer Game Dice and counters Notebook and pencil (recyclable)

	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)
Vocabulary to be Introduced	Canals, markets, industrial landscape, Romans, actors, meadows, witches, crooked spire, wildlife, World War 1, redevelopment, cave art, community, theatre, thatched, churches, sculpture, Victorian, walking, breweries, shopping malls, weathering, aristocracy, telescope, water sport, art trail, time capsule, imposing buildings, World War 2, rural, iconic landmark, memorials, foundries, Templars, bridleway, observatory, cannon balls, cobbled street, dam, civil war, BMX track, railways, domestic, prosperity, architect
Learning Objectives / Outcomes	
ALL students	<ul style="list-style-type: none"> • Understand Chesterfield's (C20th – today) connections within the British industrial and social chronology and its contributions globally. • Experience/ working with digital maps and GIS software
MOST students	<ul style="list-style-type: none"> • Understand that historic buildings, landmarks and features are all valuable resources in the study of the past, and have shaped the places we live in. • Be able to search for locations and places using GIS software
SOME students	<ul style="list-style-type: none"> • Relate the places they have discovered on the map with real places in the landscape • Be able to recognise and debate the changes in history and the key moments in history that have shaped society and our own global lives today
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 10 mins	An exercise to remind students of the historical chronology of Chesterfield from prehistory to the present day.
Activities 40 mins	<p>Play the Chesterfield Culture Map Explorer Game:</p> <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 10 different themes of object stories to be found on the Explorer Map • A player landing on a square follows the instructions on that square, finding an item for the relevant theme – e.g., Wealth and Power, Prehistory – on

	<p>either the digital version of the map online or using the non-digital cards; and recording the information requested in their notebook</p> <ul style="list-style-type: none"> • The group that has the most themes represented in the items they have researched at the end of 20 minutes is the winner! <p>Students select one of the 10 themes represented on the Explorer Map and look at 4-6 object pins. Produce a creative response such as:</p> <ul style="list-style-type: none"> • Imagine you are living in Chesterfield during the 1950s and are writing a note to a friend about something inspired by one of the items you have looked at • As you are living now, write a note to a young person who is your age currently living in another country inspired by one of the items you have looked at
<p>Plenary 10 mins</p>	<ul style="list-style-type: none"> • Invite students to talk about: <ul style="list-style-type: none"> ○ How people living in Chesterfield were affected by social change and the impact on their standard of living ○ How they think Chesterfield's history has impacted upon our planet's global society and climate today