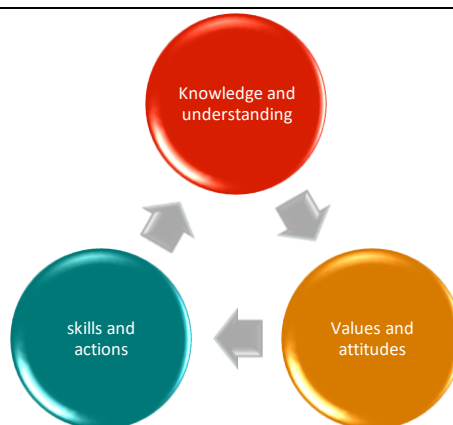




The Earth Museum Take Two Islands Learning Plan (England Curriculum, Key Stage 3)

Take Two Islands is a cross-curriculum learning project that engages learners in exploring what it means to be a global citizen in the C21st using two island histories as catalyst. The Isle of Wight is a UNESCO Biosphere Reserve off the South Coast of England and Rapa Nui (Easter Island) is a UNESCO World Heritage Site in the Pacific Ocean. Both have thought-provoking histories of natural, human and cultural migration with legacies into the present, and from which we can learn about the future.

TEM Global Citizen Learning Framework



England Curriculum KS3 Cross-Curriculum Links

Citizenship

- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Are equipped with the skills to think critically and debate political questions
- Use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action
- Ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities



History

- Through the theme of migration on the Isle of Wight and Rapa Nui Easter Island:
 - Development of Church, state and society in Medieval Britain, 1066-1509 and 1509-1745
 - Ideas, political power, industry and empire: Britain, 1745-1901
 - Challenges for Britain, Europe and the wider world 1901 to the present day
 - A local history study
 - Study of an aspect or theme in British history (migration) that consolidates and extends pupils' chronological knowledge from before 1066
 - Study of a significant society or issue in world history and its interconnections with other world developments
- Know and understand the history of these islands and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world; achievements and follies of mankind
- 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, including written narratives
- 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
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history
- Pupils should:
 - Make connections, draw contrasts, and analyse trends within periods and over long arcs of time
 - Use historical terms and concepts in increasingly sophisticated ways
 - Pursue historically valid enquiries including some they have framed themselves and create relevant, structured and evidentially supported accounts in response
 - Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed
 - Combine overview and depth studies to help pupils understand both the long arc of development and complexity of specific aspects of the content

Geography



- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key human geographical features of the world (with a particular emphasis on natural, human and cultural migration); how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to
 - Collect, analyse and communicate with a range of data gathered through experiences of field work that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- Pupils should be taught to:
 - Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world
 - Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to population and urbanisation, international development, economic activity, and the use of natural resources – through the theme of migration
 - Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems – through the theme of migration
 - Use Geographical Information Systems to view, analyse and interpret places and data
 - Build on their knowledge of globes, maps and atlases to apply and develop this knowledge routinely in the classroom
 - Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

Computing

- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology
- Pupils should be taught to:
 - Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
 - Create, re-use, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability



- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy

Art and design

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in art, craft and design techniques
- Pupils should be taught to:
 - Use a range of techniques to record their observations
 - Use a range of techniques and media, including painting
 - Increase their proficiency in the handling of different materials



Knowledge - Understand			
Lesson Plan 1	Lesson Plan 2	Lesson Plan 3	Lesson Plan 4
<i>1 hour + extension session</i>	<i>1 hour + extension session Optional Visit</i>	<i>1 hour + extension session</i>	<i>1 hour + extension session</i>
Introducing global citizenship with the United Nations, Sustainable Development Goals, UNESCO Biosphere and World Heritage Site	Introducing the Isle of Wight Biosphere	Introducing the Rapa Nui World Heritage Site (including conversation with Rapanui Pioneers Society)	Introducing the Rapa Nui World Heritage Site (including conversation with Rapanui Pioneers Society)
<p>Learning outcomes</p> <ul style="list-style-type: none"> To reflect on what it means to be a global citizen To understand more about the role and work of the United Nations, including SDGs To be able to describe what a UNESCO World Heritage Site or Biosphere Reserve is, and to be able to talk a little about them with examples To reflect on how World Heritage Sites and Biosphere Reserves are part of the UN's broader work to champion their SDGs 	<p>Learning outcomes</p> <ul style="list-style-type: none"> To reflect on why the IoW is a UNESCO Biosphere To understand more about the Island's natural environment To explore the impact of people on the Island To reflect on how the IoW can develop as world biosphere in the future 	<p>Learning outcomes</p> <ul style="list-style-type: none"> To recap on our learning to date about being a global citizen and UNESCO Biospheres/ World Heritage Sites To reflect on why Rapa Nui Easter Island is a UNESCO World Heritage Site To understand more about the Island's natural environment To explore the impact of people on the Island To reflect on how Rapa Nui Easter Island can develop as world heritage site in the future 	
<p>Learning activities</p> <ul style="list-style-type: none"> Class discussion – global citizenship and the United Nations Exploring UNESCO World Heritage Sites/ Biosphere Reserves online (incl TEM World Civilisations) Connecting UN SDGs exercise 	<p>Learning activities</p> <ul style="list-style-type: none"> Class discussion – what we already know Group activities – geology; biodiversity; weather; people Optional Visit to Dinosaur Isle, Isle of Wight 	<p>Learning activities</p> <ul style="list-style-type: none"> Class discussion – what we already know A film in two parts activity Class discussion – what would we like to ask about Rapa Nui? 	



Knowledge - Understand		Summer Term: Values - Care	
Lesson Plan 5	Lesson Plan 6	Lesson Plan 7	Lesson Plan 8
<i>1 hour + extension session</i>	<i>1 hour + extension session</i>	<i>1 hour + extension session</i>	<i>1 hour + extension session</i>
Introducing the theme of migration	Migration Stories – Rapa Nui Easter Island	Collaboratively create a digital Migration Explorer Map working across both classes for sharing knowledge and values work with wider school community	Migration Stories – Isle of Wight
<p>Learning outcomes</p> <ul style="list-style-type: none"> To understand what migration means as a word and concept To explore different motivations for migration To appreciate how migration is a universal experience acting across our planet and throughout history, present and future To reflect on experiences of migration 	<p>Learning outcomes</p> <ul style="list-style-type: none"> To explore stories of migration relating to Rapa Nui (Easter Island) To appreciate how these stories connect Rapa Nui with global histories To reflect on experiences of migration and to translate these into opportunities for creative expression 	<p>Learning outcomes</p> <ul style="list-style-type: none"> To present student stories of migration relating to Rapa Nui (Easter Island) on a digital map using Create TEM To work collaboratively as a team To practice using spreadsheets, data and GIS To practice using latitude and longitude coordinates 	<p>Learning outcomes</p> <ul style="list-style-type: none"> To explore stories of migration relating to the Isle of Wight To appreciate how these stories connect Isle of Wight with global histories To reflect on experiences of migration and to translate these into opportunities for creative expression To present student stories on a digital map using Create TEM collaboratively To practice using spreadsheets, data, GIS and coordinates
<p>Learning activities</p> <ul style="list-style-type: none"> Class discussion – what we already know Global migration case studies Creative response 	<p>Learning activities</p> <ul style="list-style-type: none"> Individual work – explore a selection of stories on Rapa Nui Migration Stories map; find all 22 stories around world and 	<p>Learning activities</p> <ul style="list-style-type: none"> Add story selected content to Create TEM spreadsheet and media library Select place for story pin and add coordinates 	<p>Learning activities</p> <ul style="list-style-type: none"> Individual work – explore a selection of stories on Isle of Wight Migration Stories map



	<p>write down countries/ places relate to.</p> <ul style="list-style-type: none"> • Work in pairs – choose one story, write 50 words and select images for a film 	<ul style="list-style-type: none"> • Upload Explorer to Create TEM as a class • Create TEM annual subscription for use £16 excl VAT 	<ul style="list-style-type: none"> • Work in pairs – choose one story, write 50 words and select images for a film
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Action - Do		Action - Do	
Lesson Plan 9	Lesson Plan 10	Lesson Plan 11	
<i>1 hour + extension session</i>	<i>1 hour + extension session</i>	<i>1 hour + extension session</i>	
Collaboratively create a film together about Take Two Islands Migration Stories	Collaboratively create a Time Talisman story board inspired by Isle of Wight or Rapa Nui migration stories	Share your Time Talisman game proposals	
<p>Learning outcomes</p> <ul style="list-style-type: none"> • To present your stories of migration relating to the Isle of Wight as a short film • To work collaboratively in pairs • To practice narrating and filming your short story • To research the UN SDGs 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • To develop an understanding of virtual immersive environments and the opportunities they provide for history storytelling • To create a storyboard for a game element within a virtual immersive environment for people like you 	<p>Learning outcomes</p> <ul style="list-style-type: none"> • To develop an understanding of virtual immersive environments and the opportunities they provide for history storytelling • To create a storyboard for a game element within a virtual immersive environment for people like you 	
<p>Learning activities</p> <ul style="list-style-type: none"> • Work in pairs to create a short film about your story • Watch stories as a class and review learning around UN SD 	<p>Learning activities</p> <ul style="list-style-type: none"> • Play the Time Talisman journey • Create a storyboard/ narrative for a virtual reality experience inspired by the Time Talisman approach 	<p>Learning activities</p> <ul style="list-style-type: none"> • Prepare a PowerPoint and share your Time Talisman journeys as a class 	

