

Teacher Resource

Opening up the World

Lesson Ideas

Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Pre visit	All Around the World	<p>Learning objective: To research where in the world things are made and how they are imported</p> <p>This can be done either as an in-class activity or as a home learning activity.</p> <p>Children should gather ten different items from the classroom that have come from/been made in different countries – these could be food items, clothes, toys, etc., and record them.</p> <p>Next, using a plain map of the world, children should record where their items have come from. Encyclopedias or globes might be necessary for some of the more unusual countries!</p> <p>Extension: Using ICT time, children can research how many miles their items have travelled. Which item has travelled the furthest? Which has travelled the least? Are they surprised by any findings? Consider how goods were transported in the past. How different was the process?</p>	<ul style="list-style-type: none"> • Map of the world. • Rough work books or paper for listing items. • Encyclopedias or globes. 	<p>Geography</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions. • Key physical and human characteristics, countries and major cities.



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Pre visit	Tudor Travel	<p>Learning objective: To compare modes of travel between the past and the modern day</p> <p>Children are given two very different images of how people travel: today e.g. cruise liner or jumbo jet, and in Tudor times with a sailing ships such as the Mary Rose.</p> <p>Children should list the similarities and differences between the two, and also the pros and cons of both. They should be encourage to think about the pros of Tudor travel - perhaps you would not get to your destination as quickly, but it would be better for the environment! Versus speedier, more efficient methods today.</p>	<ul style="list-style-type: none"> • Picture of a modern day cruise liner/jumbo jet. • Picture of a Tudor ship (the Mary Rose for example). 	<p>History</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts and create their own structured accounts, including written narratives.

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Pre and Post Visit	What Do We Know About Hampton Court Palace?	<p>Learning objective: To share thoughts and ideas about Hampton Court Palace and the monarchs who have lived there</p> <p>Pre Visit Before your visit, the pupils can show how much they already know about Hampton Court and the stories in its history.</p> <ol style="list-style-type: none"> 1. Working as a class, pupils sit in a circle on the carpet. The teacher acts as scribe. Write 'Hampton Court Palace' in the centre of the sugar paper, and mind map all suggestions given by pupils about the Palace. 2. Working as individuals at tables, give all the pupils a plain piece of paper and one coloured pen, and have them mind map key words relating to what they already know about Hampton Court Palace. They can draw if they would prefer. <p>It doesn't matter how much the class know, or if some facts aren't quite true!</p> <p>Post Visit On the same piece of paper, whether as a class or as individuals, use a different coloured pen to add in all the things you know about Hampton Court.</p> <p>Particularly when working as individuals this exercise should give the children confidence in how much knowledge they have gained from the trip to the Palace.</p>	<ul style="list-style-type: none"> • A2 plain sugar paper and a coloured felt tip if working as a class; plain A4 and coloured pens if working as individuals. 	<p>History</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>English</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates

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		Extension: Discuss with pupils their top fact and what surprised them the most.		
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Post Visit	Plan Your Own Exploration!	<p>Learning objective: To plan a Tudor voyage of discovery</p> <p>Children can fill in the worksheet which allows them to plan their own voyage of discovery.</p>	<ul style="list-style-type: none"> • After-session worksheet provided at the end of the taught session 	<p>History</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>English</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme. • Write in narratives, creating settings, character and plot.
	A Diary of A Tudor Voyage	<p>Learning objective: To write a diary entry describing a Tudor voyage of discovery</p> <p>Choosing whether they are a Tudor captain or a cabin boy (or girl), children should write a diary entry about an exciting event during their voyage. Perhaps something dangerous as occurred, they have finally reached their destination, or they have seen something unusual!</p> <p>Children should be encouraged to think about their descriptive language and how their character may feel during the experience.</p> <p>Extension: Children could illustrate their diary entry, with the things they have seen or discovered on their voyage.</p>	<ul style="list-style-type: none"> • English or History books, or lined paper if preferred. 	<p>History</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>English</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme. • Write in narratives, creating settings, characters and plot.

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Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Post Visit	A New World	<p>Learning objective: To create and illustrate an imaginary land locating key geographical features</p> <p>Children can create their own land that they may discover on a voyage, and draw a map to illustrate it.</p> <p>Whilst they have free reign to be as imaginative as possible, HA/higher KS2 classes should be encouraged to think about where towns should go, what do they need to include (harbours, roads, etc.)</p> <p>Once they have mapped their discovered land, children should write a number of sentences, varied in length and complexity for different abilities and age groups, to describe their new land. They could consider what the weather is like, what sorts of natural resources are in their country, who rules it, etc.</p>	<ul style="list-style-type: none"> • Plain paper or Geography books. • Coloured pencils. 	<p>Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, • Food, minerals and waste. <p>Art and Design</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

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