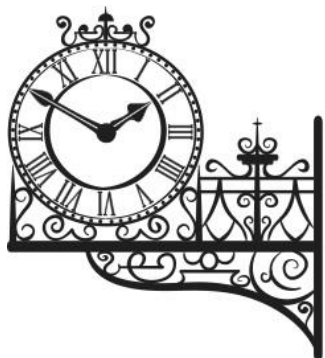


# Learning Workshops and Resources *for Year 2 pupils*



## MUSEUM *of* RICHMOND



Touch real  
museum  
objects



Local  
Case  
Studies



Bring  
the past to  
life







# Year 2 Learning Workshops and Resources



The Museum of Richmond can help you bring the past alive in three exciting, hands on ways:

## 1: Workshops at the Museum



From Pre-History to World War Two, we offer a range of hands on, cross curricular workshops to really help your pupils engage with the past. Complete outlines of the workshops and their curriculum links for Year 2 pupils are outlined in this brochure. Further information what we offer for other year groups can be downloaded from our website.



All of the workshops focus on local case studies and are led by Learning Officer, who has over ten years of experience of working with schools in museums. So you can sit back, and enjoy the workshop with your class!

Workshops are only £3 per student for LBRuT funded Schools, £4 per student for non-LBRuT funded schools.

## 2: Discovery Boxes



Our loans boxes are packed full of handling objects and case studies for you to use in the classroom, for only £15 a week, £60 a half term, or £120 for a term.

## 3: Outreach Workshops



Can't make it to the Museum? We can come to you! We charge the same per student as our on-site workshops, plus travel expenses to and from your school from the Museum (please enquire for further details)

Any questions about the sessions?

Wondering how they can be adapted to your specific needs?

Can't find quite what you are looking for?

Contact our Learning Officer, who can talk you through what we can offer:  
**learning@museumofrichmond.com**      **020 8332 1141**



The small print...

All information and prices correct at time of print: November 2019. Please contact the Museum to confirm all details and book. All workshops, teaching sessions and other services are subject to availability. The Museum of Richmond is a company limited by guarantee. Registered no 2048888, Charity Registered no. 295164



# Toys through the Ages: Year 2 Workshop Outline

## 15 minute - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. As the group works back further in time, the Learning Team will remind them how materials and functions of objects will be different.

## 60 minutes – object handling

The group is split into three groups. Each group has 15 minutes to play with and evaluate a box of toys. There are three boxes and each box contains replicas of toys from a different period of time. The children are encouraged to play, share and listen to each other's ideas respectfully. The emphasis is not getting it right or wrong, but trying their best and having fun.

## 15 minutes – analysis and conclusion

Each group has to decide as a team which time period they think each toy box was from. Their answers are written on sticky notes which they place on the timeline. Once all the teams have answers. The answers are revealed, but the emphasis remains on how well the children did trying their best and having fun.

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Science: Working Scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions

### Science: uses of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

### ★ History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places, from Roman Britain
- Theme in British history that extends pupils' chronological knowledge beyond 1066 including, Tudors and Victorians.

# Homes through the Ages: Year 2 Workshop Outline

## 15 minute - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. As the group works back further in time, the Learning Team will remind them how materials and functions of objects will be different.

## 60 minutes – object handling

The group is split into three groups. Each group has 15 to 20 minutes to play with and evaluate a box of household objects. There are three boxes and each box contains household objects from a different period of time. The children are encouraged to, share and listen to each other's ideas respectfully. The emphasis is not getting it right or wrong, but trying their best and having fun.

## 15 minutes – analysis and conclusion

Each group has to decide as a team which time period they think each box was from. Their answers are written on sticky notes which they place on the timeline. Once all the teams have answers. The answers are revealed, but the emphasis remains on how well the children did trying their best and having fun.

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Science: Working Scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions

### Science: uses of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

### ★ History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places, from Roman Britain
- Theme in British history that extends pupils' chronological knowledge beyond 1066 including, Tudors, Victorians, World War Two and Post War Britain.

# Archaeology at Work - Time Travellers: Year 2 Workshop Outline

## 15 minute - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. As the group works back further in time, the Learning Officer will remind them how materials and functions of objects will be different. The Learning Officer will then help the children understand what an archaeologist does (and doesn't) do and set the brief for the excavation.

## 60 minutes - excavation

The children are given 15 to 20 minutes at three separate sand pits, where they will work in teams to excavate and record their finds in a log book

## 15 minutes – analysis

The Learning Officer will help the children decipher what the objects are and how archaeologists use them to help us tell the story of the past. The log books are all collected in at the end of the workshop for the teacher to take back to school – we find less get lost and damaged this way!

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining, exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Maths: Measurement

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm/mm)

### ★ Science: Working Scientifically and uses of everyday materials

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

### ★ History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places in the local area, from the following periods: The Stone Age, The Bronze Age, Roman Britain, and the Anglo-Saxons
- Theme in British history that extends pupils' chronological knowledge beyond 1066 including Tudors, Victorians and World War Two.

# A Bronze Age Murder Mystery: Year 2 Workshop Outline

## 15 minutes - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. As the group works back further in time, the Learning Officer will remind them how materials and functions of objects will be different. The Learning Officer will then help the children understand what an archaeologist does (and doesn't) do and set the brief for the excavation.

## 60 minutes - excavation

The children are given 15 to 20 minutes at three separate sand pits, where they will work in teams to excavate and record their finds in a log book. All of the objects found will help provide clues to when the body is from, and what was important to them when they were alive, providing an insight to the time period in question.

## 15 minutes – analysis

The Learning Officer will help the children decipher what the objects are and how archaeologists use them to help us tell the story of the past. The log books are all collected in at the end of the workshop for the teacher to take back to school – we find less get lost and damaged this way!

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations, narratives for different purposes, including expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining, exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Maths: Measurement

- Compare, describe and solve practical problems for lengths and heights
- Measure and begin to record lengths and heights

### ★ Science: Working scientifically and everyday materials

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

### ★History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past
- Significant historical events, people and places in their own locality.
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places in the local area, from the Bronze Age.

# Romans: Year 2 Workshop Outline

## 20 minutes - introduction

To give the children the context of how different life was in Roman Britain we will explore the clothing of a male civilian and a female civilian. We will then 'bury' the female civilian with everything that she needs for the afterlife to explain how we know so much about Roman times, what archaeologists do, and what they don't do!

## 60 minutes – rotation of activities

The group will split into three for three different activities, two of which will be led by adults accompanying the group:

1. Roman mystery objects – working with the Learning Officer, your pupils will work together to figure out what these everyday objects are.
2. Roman School – using work sheets and wax tablets, your pupils will have a go at completing a Roman lesson
3. Roman toys – your pupils will have a chance to play with Roman toys and games, which were enjoyed by adults and children alike

## 10 minutes - collecting in work and plenary

All of the children's work is given to the lead teacher at the end of the workshop.

This section also gives your pupils a chance to reflect on what they have discovered during the workshop.

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Maths

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### ★ History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past
- Significant historical events, people and places in their own locality.
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places in the local area, from the Roman Britain



# A Roman Murder Mystery: Year 2 Workshop Outline

## 15 minutes - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. As the group works back further in time, the Learning Officer will remind them how materials and functions of objects will be different. The Learning Officer will then help the children understand what an archaeologist does (and doesn't) do and set the brief for the excavation.

## 60 minutes - excavation

The children are given 15 to 20 minutes at three separate sand pits, where they will work in teams to excavate and record their finds in a log book. All of the objects found will help provide clues to when the body is from, and what was important to them when they were alive, providing an insight to the time period in question.

## 15 minutes – analysis

The Learning Officer will help the children decipher what the objects are and how archaeologists use them to help us tell the story of the past. The log books are all collected in at the end of the workshop for the teacher to take back to school – we find less get lost and damaged this way!

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations, narratives for different purposes, including expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining, exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Maths: Measurement

- Compare, describe and solve practical problems for lengths and heights
- Measure and begin to record lengths and heights

### ★ Science: Working scientifically and everyday materials

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

### ★History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past
- Significant historical events, people and places in their own locality.
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places in the local area, from Roman Britain

# An Anglo Saxon Murder Mystery: Year 2 Workshop Outline

## 15 minutes - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. As the group works back further in time, the Learning Officer will remind them how materials and functions of objects will be different. The Learning Officer will then help the children understand what an archaeologist does (and doesn't) do and set the brief for the excavation.

## 60 minutes - excavation

The children are given 15 to 20 minutes at three separate sand pits, where they will work in teams to excavate and record their finds in a log book. All of the objects found will help provide clues to when the body is from, and what was important to them when they were alive, providing an insight to the time period in question.

## 15 minutes – analysis

The Learning Officer will help the children decipher what the objects are and how archaeologists use them to help us tell the story of the past. The log books are all collected in at the end of the workshop for the teacher to take back to school – we find less get lost and damaged this way!

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations, narratives for different purposes, including expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining, exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Maths: Measurement

- Compare, describe and solve practical problems for lengths and heights
- Measure and begin to record lengths and heights

### ★ Science: Working scientifically and everyday materials

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

### ★History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past
- Significant historical events, people and places in their own locality.
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places in the local area, from the Anglo-Saxons period.

# Anglo Saxon Life: Year 2 Workshop Outline

## 20 minutes - introduction

Using handling objects, the Learning Officer will explain how the Anglo Saxons turned wool into clothes. The children will get to compare real wool to synthetic fibres and see how the tools of the trade work.

## 60 minutes – rotation of activities

The group will split into three for three different activities, two of which will be led by adults accompanying the group:

1. Anglo Saxon mystery objects – working with the Learning Officer, your pupils will work together to figure out what these everyday objects are.
2. Rune writing and medieval manuscripts – your pupils will compare what it was like to write in runes, compared to the medieval manuscripts being made by Monks at the same time.
3. Braid weaving – using a braiding wheel, your pupils will experience have the Anglo Saxons made their own useful braids.

## 10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely looms and braids get damaged or lost this way!

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Art and Design

- To use a range of materials creatively to design and make products
- To use drawing to develop and share their ideas, experiences and imagination
- To develop a wide range of art
- Design techniques in using colour, pattern, texture, line, shape, form and space

### ★ Design and Technology

- Select from and use a range of tools and equipment to perform practical tasks

### ★History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past
- Significant historical events, people and places in their own locality.
- Use of local case studies and historical people as case studies to highlight significant historical events peoples and places in the local area, from the Anglo-Saxons period

# The Tudors and Richmond Palace: Year 2 Workshop Outline

## 20 minutes - introduction

Using handling objects, the Learning Officer will explain how the Tudors dressed, looking at materials, changing designs and how clothes were used to reflect social status. Herbs and spices will also enable your pupils to find out how the Tudors smelt!

## 60 minutes – rotation of activities

The group will split into three for three different activities, two of which will be led by adults accompanying the group:

1. Tudor mystery objects – working with the Learning Officer, your pupils will work together to figure out what these everyday objects are.
2. Exploring the Richmond Palace – using a trail the pupils will explore the displays and objects relating to Tudor Richmond and the Palace.
3. Tudor Toys – the pupils will have an opportunity to play games and with toys from the Tudor period, enabling them to compare and contrast with their toys today.

## 10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely looms and braids get damaged or lost this way!

## Additional tour of the remains of Richmond Palace

30 minutes – if you have the time, the Learning Officer can also take you to Old Palace Yard and Old Palace Lane to show the children what remains of the Palace, looking at building design and comparing what remains to later additions

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Art and Design

- To use a range of materials creatively to design and make products
- To use drawing to develop and share their ideas, experiences and imagination
- To develop a wide range of art
- Design techniques in using colour, pattern, texture, line, shape, form and space

### ★ History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past.
- Significant historical events, people and places in their own locality.
- Theme in British history that extends pupils' chronological knowledge beyond 1066.



# Victorians: Year 2 Workshop Outline

## 20 minutes - introduction

Using maps and photographs, the Learning Officer will show how the railways transformed life in Richmond and outline the massive changes the area went through as a result.

## 60 minutes – rotation of activities

The group will split into three for three different activities, two of which will be led by adults accompanying the group:

1. Wash day – working with the Learning Officer, your pupils will discover the enormous amount of work that went into wash day!
2. Victorian school – using work sheets and slates, your pupils will have a go at completing a Victorian lesson
3. Victorian toys – your pupils will have a chance to play with Victorian toys and games, looking at materials, colours and comparing them to the toys and games they play with today.

## 10 minutes - collecting in work and plenary

All of the children's work is given to the lead teacher at the end of the workshop.

This section also gives your pupils a chance to reflect on what they have discovered during the workshop.

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past.
- Significant historical events, people and places in their own locality.
- Theme in British history that extends pupils' chronological knowledge beyond 1066.

# World War One: Year 2 Workshop Outline

## 20 minutes - introduction

Using images and group discussion, the Learning Officer will help your pupils discover the story behind the poppy, its connection to Richmond and what we are remembering

## 60 minutes – rotation of activities

The group will split into three for three different activities, two of which will be led by adults accompanying the group:

1. World War One mystery objects – working with the Learning Officer, your pupils will work together to figure out what these objects from trench life were for.
2. Case Studies – using the evidence provided, your pupils will piece together some of the stories behind the names on the memorial.
3. War Memorials– teacher led trail looking at how Richmond remembers those lost

## 10 minutes - plenary

The pupils will be asked what they have learnt throughout the workshop and how it made them feel.

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Science – Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

### ★History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past.
- Significant historical events, people and places in their own locality.
- Theme in British history that extends pupils' chronological knowledge beyond 1066.

# World War Two: Year 2 Workshop Outline

## 20 minutes - introduction

Using images and group discussion, the Learning Officer will help your pupils discover how the War changed everyday life in Richmond

## 60 minutes – rotation of activities

The group will split into three for three different activities, two of which will be led by adults accompanying the group:

4. World War Two mystery objects – working with the Learning Officer, your pupils will work together to figure out what these objects are and learn more about life on the home front.
5. I was there – pupils will be able to interview a local resident, who was a child during the war, about their experiences and memories
6. Archive material – students will be able to explore documents with the staff at Local Studies. If Local Studies are not available, students will investigate photos and records like the Roll of Honour in the Museum, and complete a worksheet to record what they find.

## 10 minutes - plenary

The pupils will be asked what they have learnt throughout the workshop and how it made them feel.

## Curriculum Links

### ★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

### ★ Science – Everyday Materials

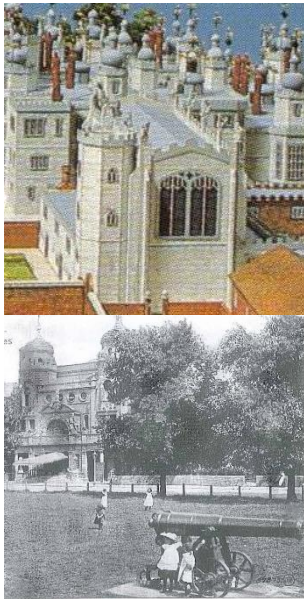
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

### ★History

- Developing an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Developing an understanding of some of the ways in which we find out about the past.
- Significant historical events, people and places in their own locality.
- Theme in British history that extends pupils' chronological knowledge beyond 1066.

## Walking Tours

Our Learning Officer can take you on a walking tour around Richmond after your Museum workshop, for £2.50 per LBRuT student or £3.50 per non LBRuT student.



Alternatively, you can borrow the trail booklets for a self-guided walking tour for £2/£3 per child.

### Richmond Palace

This walking tour takes you and your class around the site of Richmond Palace, highlighting what remains of Henry VII's grand project, where specific parts of the Palace would have been, and referring back to contemporary sources to show how it would have been decorated.

### Victorian Richmond

Compare how the town looks today with Victorian photographs from the collection held by Local Studies, as well as providing background information and points for group discussion.

## Goody Bags



After your workshop, your class can visit the Museum's Shop. Please make sure your pupils visit the shop in small groups with an accompanying adult.

We also offer Goody Bags for schools as there is not always enough time to visit the Museum Shop. Goody Bags must be ordered at least one week in advance and can be added on to your invoice.

**Special Offer!** Museum of Richmond pencil, eraser and badge **for only £1 per child!** (subject to availability, while stocks last)

## Outreach Workshops

Not able to bring your pupils to the Museum? We can bring the Museum to you!

We are delighted to offer the following workshops and talks to schools and groups

We will bring all the specialist equipment and objects – you just provide the children and standard equipment like clipboards, scissors and pencils!

### Charges

- £2.50 per student for LBRuT Schools,
- £3.50 per student for non-LBRuT schools.
- Travel expenses: to and from your school from the Museum: available on request, as this will depend on how far our Learning Officer has to travel.



## Discovery Boxes

The Discovery Boxes are packed full of handling objects and case studies for you to use in the classroom. Containing original and replica artefacts and teacher notes, they offer effective teaching resources on a number of curriculum subjects. Teachers collect and return the Discovery Boxes to the Museum usually on Saturdays, but other arrangements can be made with our Learning Officer.

£15 a week, £60 for a half term, or £120 for a term - *N.B: There are extra charges if objects are returned damaged or lost.*



### Romans

Objects include: Square Glass Bottle, Wooden Horse, Leather Ball, Chatelaine/ Health and Beauty Set, Strigil, Wax Writing Tablet and Stylus, Oil Lamp, Mortarium and Grinding Stone, Roman Spoon, 5 Knucklebones, Roof Tile, 3 Samian Ware Pot Sherds, Replica Roman Terracotta vase, Terni Lapilli Board Game and 6 counters and a Set of 8 Roman Coins.



### Tudors

Objects include: Brick from Richmond Palace, Horn comb, Bellarmine jug, Stump baby, Earthenware beaker, Hours candle, Tudor Oil Lamp, Metal and wood fork and spoon, Pomander, 5 brown feather quills, 4 white feather quills, Horn book, Thimble, Cap (coif), neckerchief (partlet) and apron, Horn Mug, Wooden Plate (Trencher), Pewter Wine Goblet and 8 Tudor Coins.



### Victorian and Edwardian Homes

Objects include: 2 Button Hooks, Tea Strainer, copy of Mrs Beeton's All About Cookery, Mincer, Jelly Mould, Candle Holder, Curling Iron, Hot Water Bottles, Darning Mushroom, Weighing Scales, Fruit Press, Chamber Pot, Nutcrackers and a Flat Iron.



### Victorian Children

Objects include: Attendance Medal, 3 Sailor Collars , 3 Pinafores, Slate Pencils and Chalks, 5 Slates, 5 Ink Pens, 10 Copybooks, Book: Children's Singing Games, 1894, Diablo, Laminated Scrap Book, 2 wooden spinning tops, Kaleidoscope, Skipping Rope, China Tea Set, Replica Porcelain Doll, Cup and Ball, Wooden Acrobat Toy, Glass Marbles, 2 Victorian Pennies and Victorian Gold Sovereign (replica).



### Victorian Medicine: Case Study of Florence Nightingale and Mary Seacole

Objects include: 10 Herbal Remedy Jars, Pestle and Mortar, Gauze Bandages, Carbolic Soap, Nursing Teapot, Invalid Food: Beef Extract and Oxo, Small Smelling Salts Phial, Medicine Phial, 4 Basins, 1 Spoon, Victorian Hot Water Bottle, Replica Candle Lantern, Nurse's Bonnet, and 2 Nurse's Aprons, Pin Bib, Tie Waist. Teachers notes include case studies on Florence Nightingale, Mary Seacole and background information on Victorian medicine, illnesses and the Crimean War.



### World War One

Object include: Newspaper of the day War declared, Silk Postcard (original), Wash Bag, Hypno Helmet, Trench Cap, East Surrey Regiment Cap Badge (original), On War Service Badge (original), Volunteer War Worker Badge, 303 Cartridge (original) , Dog Tags, Shrapnel – 3 lead balls (original), Foot Salve, Princess Mary Christmas Tin, Infantry Scout Badge, Gas Goggles, Victoria Cross, Teachers Notes and Exhibition Resource Booklet.



### World War One: 1916 Case Studies

Contains profiles of six Richmond residents, with a mix of original and replica objects and documents to further support hand on learning and to help pupils engage with the real people behind the stories.



### World War Two: The Home Front, 1939-45

Objects include: Utility Stockings, Jumblex War Time Game, Gas Rattle, WVS Badge, Warden's Whistle, 4 Pieces of Shrapnel, Tin of Dried Egg, 2 Air Raid Patrol Volunteer Arm Bands, Air Raid Patrol Black Out Lamp, Incendiary Bomb and Fin, Farthing, Half Penny, Penny, Weekly Rations Replicas, Evacuation Card Game, Identity Card, Ration Book, Clothes Ration Book, Knitted Child's Vest, Was Your House Hit? Booklet and Roll of Honour Booklet.

# Frequently Asked Questions

## How do I make a booking?

We can take bookings by email via **learning@museumofrichmond.com**. Please include in your email:

- The name of your school and its postcode
- Your name, email and phone number, the name and email of the lead teacher on the day and the name and email of the person we need to send the invoice to after your visit.
- Which workshops you wish to book
- The number and age of the pupils you wish to bring
- Three preferred dates

Or, you can call our Learning Officer on **020 8332 1141**. If no one is able to take your call, please leave a message and we will get back to you as soon as we can.

## Can we bring more than 30 pupils?

Yes, but you will have to split them between two dates. All of our workshops have a maximum occupancy of 30 pupils plus adults

## How many adults do we need to bring?

We recommend the following ratios:

- 1 adult for every 10 students for groups of Year 7 and above.
- 1 adult for every 8 students for groups of Year 3 to Year 6 students.
- 1 adult for every 6 students for groups of Year 2 and below.
- Adults who are there to provide 1:1 support do not count as part of this ratio.

## What do I need to do before the actual visit?

- You need to sign and return the booking confirmation form within 10 working days of making your provisional booking for date to be confirmed.
- We recommend that teachers visit the Museum before the visit so you are sure of where we are and complete your school's risk assessments.
- You can also make an appointment with our Learning Officer, who can give you a tour of the Museum and a run through of the day.

## Do you provide schools with risk assessments?

We recommend that you make a pre visit so you are familiar with the site and any potential risks and complete your own risk assessments.

## What if we need to change or cancel our booking?

If you need to change any details of your trip please contact the Learning Officer, on **020 8332 1141** or **learning@museumofrichmond.com** so we can amend your booking as necessary. We will amend your booking form and send you an updated copy.

## Do the workshop costs include VAT?

No – all the workshops are exempt from VAT.

## Do the goody bag costs include VAT?

Yes - VAT is included in the prices on the order form.

### Can you invoice us for our visit?

Yes. We count how many pupils and adults you bring on the day and then send you the invoice after the visit. Schools can also pay by cheque made payable to Museum of Richmond, or by cash on the day.

### Where can we park our mini bus during the visit?

Parking is available nearby at Friar's Lane Car Park and Paradise Road Car Park, but we recommend you contact LBRuT Council to confirm where best to park or visit their website: **[www.richmond.gov.uk/parking](http://www.richmond.gov.uk/parking)**

### Can we eat lunch at the Museum?

Unfortunately, we don't have a lunch room. We are a short walk from Richmond Green where your group could have a picnic and a run about before heading back to school. You can also enquire with the Library Facilities Manager about booking the Whittaker Ellis Suite in the Old Town Hall to use as a lunch room. To confirm availability and charges, please email them at **[oldtownhall@richmond.gov.uk](mailto:oldtownhall@richmond.gov.uk)** or call **020 8734 3310**

### What can I do to ensure the day runs smoothly?

Please make sure you have the Museum's phone number (**020 8332 1141**) in your mobile phone so you can contact us if you are going to be late and we can try and rearrange the timings of your visit to ensure your students still get the most possible out of the visit.

### How accessible is the site?

The museum is on the second floor of the Old Town Hall and is fully accessible for visitors with access requirements. The Old Town Hall has an entrance for wheelchair users at the back of the Old Town Hall on Whittaker Avenue. Please use the phone by the door to connect you to the Old Town Hall Reference Library staff who will assist you in using the lift to the ground floor. From there you can use the lift in the lobby to go to the Second Floor where you will find the Museum. Please visit our website for our full Access Statement - **[www.museumofrichmond.com/about/policy-documents/](http://www.museumofrichmond.com/about/policy-documents/)**

### Who is responsible for the group's supervision and behaviour?

Teachers are responsible for the behaviour and general health and safety of their pupils and accompanying adults during the entirety of the visit to the Museum. Teachers and accompanying adults should remain with their pupils at all times for their health and safety, and accompany them in case of an evacuation.

### What will happen if the site needs to be evacuated?

A loud, continuous alarm will be used to alert staff and visitors of the need to evacuate the building. An automatic call is put through to the fire brigade for attendance. Teachers and staff accompanying the school should gather their pupils and meet at the assembly point of the War Memorial, by the Riverside. At the assembly point teachers should take the register and report any missing persons to Museum staff.

### Are any members of the museum staff first aid trained?

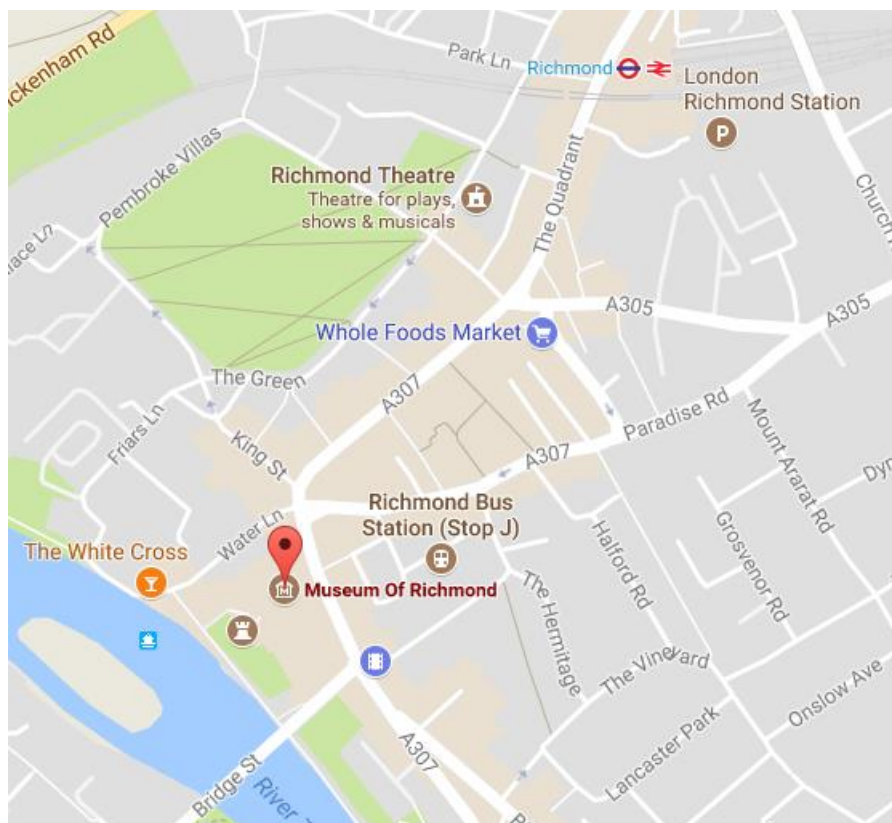
We cannot guarantee that there will be a first aider on site so we recommend you bring your own first aider and first aid kit.

### Any Further Questions?

Contact us on **[learning@museumofrichmond.com](mailto:learning@museumofrichmond.com)** or **020 8332 1141**: we will be happy to help.



## How to find us



### Public Transport

The Museum is easy to get to by underground, rail or bus –

**Rail:** direct from Waterloo

**Underground:** District Line, London Overground

**Bus:** H22, 33, H37, R61, 65, R68, 190, 290, 371, 415, 490

Look out for directional signposts from Richmond Station, the Green, and the Riverside.

### Car or Coach

Easy access via the M3.



## Contact Us and Discover More...



[learning@museumofrichmond.com](mailto:learning@museumofrichmond.com)



020 8332 1141



[www.museumofrichmond.com/learning](http://www.museumofrichmond.com/learning)



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