

TAKE ME BACK TO ANOTHER TIME

TEACHERS' NOTES

Teachers should read all the instructions intended for pupils but may find the following of further use. Overall we do not believe in prescriptive resources so each teacher is free to adapt the project to their needs and those of their pupils.

In order to benefit from the work of others and allow others to make use of your work, it is ideal if you can follow the majority of our suggestions in producing your project. Once we begin to upload the links to these projects, you will be able to use them as part of any learning programme you have.

The idea that others may be reading their work is a great motivation for pupils to carry out the projects.

PARTICIPANTS

We suggest this project is done by students between the age of 8 and 15. This is an individual project and we feel it would be best done by individuals in a classroom situation.

DURATION

This will depend on how you choose to carry out the project. Certainly there should be an introductory lesson at the beginning and one to bring all the work together at the end.

LESSON GUIDELINES

You will first need to decide whether you are going to use the project within your scheme of work for a particular period of history or to give your pupils "free rein" and let them select a time period from all those on our site. If you choose the former then the pupils' choice is limited, although we would suggest you use a complete time period and not just a few years. If you decide on the latter method it does give pupils the chance to carry out for more research on an individual basis.

In either case we would suggest you spend some time going through the facts we are asking them to cover. If you have made the selection, tell them to ignore the first fact requested. A long list of "my teacher told me to" is not required.

If you and they have not done so, you will need to look at how we set out our "hoots" pages. If you have chosen a period of history for your pupils then you can just use that set of "hoots". Otherwise, just pick one period as an example.

Give pupils ample time to research and write their reports. As we asking for something in the region of 1,500 words, it could be time consuming to have a "read through" when everyone has completed their writing. We would suggest that you simply upload them as indicated on the previous page.

GENERAL OUTCOMES

At the completion of this project the student will be able to:-

- understand, develop and communicate ideas and information
- use their imagination in a historical context
- place themselves in a situation with which they are unfamiliar
- be more aware of different ways of living throughout history
- access, analyse, evaluate and use information from a variety of sources work to achieve a goal
- understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretative and critical
- understand the power of language to explore and express views
- understand the power of effective communication
- understand the independence gained from thinking imaginatively, interpretatively and critically
- use the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- use technology and aids to communicate with a range of audiences
- recognise visual texts in a range of contexts
- use visual texts in a range of contexts
- read and respond to short written texts
- respond to increasingly complex written texts
- write short texts for everyday purposes
- compose increasingly complex written texts using language appropriately and effectively
- view and respond to a range of visual texts, media and multimedia
- communicate for a variety of purposes, in a range of contexts and with a range of audiences
- draw on background and experiences to respond to texts in ways that are imaginative, interpretative or critical
- express themselves
- explore social and cultural issues through texts