**Leicestershire Museums Learning**

**Educational Visits Programme**

Thank you for requesting further information about a visit to one of our heritage sites or museums, which includes Bosworth Battlefield and Heritage Centre, 1620s House and Gardens, Melton Carnegie Museum, Charnwood Museum and Harborough Museum. Leicestershire Museums Learning consists of a team of highly experienced and qualified museum educators, guides, and facilitators; many of whom are ex-teachers. Our educational packages and workshops have been carefully planned to support classroom learning and cover a wide range of National Curriculum objectives. Our sessions are hands-on, engaging, and fun and bring learning to life with real artefacts within historic settings. Each session can be tailored to support a particular area of learning; age group or need.

**Educational workshops on offer include**:

* Full Day Packages- Your day will be carefully planned to include three activities.
* Single Learning Sessions- Choose from a range of activities to create a bespoke itinerary to suit the time and budget available to you.

See details of packages and workshops on the following pages.

**Timetable of Activities:**

Our team will plan your visit from arrival to departure and an itinerary will be sent to you in advance.

**Risk Assessments:**

Each site has a School Visit Risk Assessment as well as individual workshop Risk Assessments which can be found on our website.

**Pre-visits:**

We encourage all teachers and group leaders to make a free familiarisation visit to the site.

**Facilities:**

We aim to make your visit to our sites as easy and straightforward as possible. From the moment you arrive until you leave you will be greeted by friendly and professional staff who are there to assist you, so that your pupils get the most out of their visit.

**Looking for something we do not offer?**

We are always looking to develop our learning programme. If you have any suggestions, please contact our Heritage Learning Officer: Helen Keeling [helen.keeling@leics.gov.uk](mailto:helen.keeling@leics.gov.uk)

For information about each workshop and site, click on the site you wish to visit:

##### 1620s House and Garden

Immerse yourself in our early 17th century experience and take a walk back in time in the wonderful, fully furnished house owned by a family who are living in the shadow of the Gunpowder Plot.

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| **Superstition to Science: Plants, Plagues and Potions** | | |
| **Audience:** KS2 | | **Duration:** 10:00 - 2:30 |
| **Main Objective:** To understand how plants and science influenced the 17th Century | | |
| **Session Description:**  The 1500s and 1600s were a time of exploration and discovery, as people connected with cultures around the world, learning about new plants, people, and materials. These discoveries sparked a Scientific Revolution. People began experimenting to find out more about the world around them and started to classify plants and animals as well as introducing the Scientific Method which is still used today. It was a period of transition, when people were still holding on to old superstitions but thinking in new ways. In this session we will be using the 1620s house and garden to consider these superstitious beliefs and how they affected people’s lives and how the advent of scientific thinking brought a new clarity to the way people viewed and understood the world around them.  The session includes hands-on investigations, practical thinking, object handling and drama, and aims to encourage the pupils to work scientifically whilst learning about the past. Perfect for a local history study or to think about scientific changes over time more broadly. | | |
| **Learning Outcomes**   * How the approach to science has changed since the 1600s * Investigate the historic use of plants for medicine * To use classification keys to identify different plants * To understand how local people were affected by key events of the 17th Century * To understand that the perception of ‘crime’ and how it’s punished has changed throughout history * To recognise how people were discriminated in the past | | |
| **National Curriculum links**  Science:   * Ask relevant questions and using different types of scientific enquiries to answer them * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * Recording findings using simple scientific language setting up simple practical enquiries * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * Recognise that living things can be grouped in a variety of ways * Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals * Give reasons for classifying plants based on specific characteristics   History:   * local history study * A study over time tracing how several aspects of national history are reflected in the locality * study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066   PSHE:   * To realise the nature and consequences of discrimination | | |
| **Topics and Themes** | | |
| * Plants * Classification * Medicine * Scientific Development | * The Plague * Witch Trials * Crime and Punishment * Local History | |

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| **The Gunpowder Plot** | | |
| **Audience:** KS1/Lower KS2 | | **Duration:** 3- 4 hours |
| **Main Objective:** To understand the Gunpowder Plot, why it took place and how it’s linked to the 1620s House. | | |
| **Session Description:** The children will meet Lady Mary Digby, one of the past owners of the 1620s House, who will tell them about her husband’s role in the Gunpowder Plot. The children will explore what the plot was and why it came about through drama and role play. They will also explore discrimination in the 1600s and why it motivated the plotters to do what they did. The children will also have an opportunity to make a peg doll of Guy Fawkes to take back to the classroom with them. | | |
| **Learning Outcomes:**   * Learn and understand the sequence of events that led up to the Gunpowder Plot * Gain an understanding of why people in the past acted like they did * What discrimination is and what it led to * Understand the difference between the Catholics and Protestant faith at the time of the plot. * Understand how locally, the family that owned the 1620s house (the Digby family) were involved in the plot. * Develop the children’s speaking, listening, participation and thinking skills through role play, story telling and debate | | |
| **National Curriculum links:**  **History**   * Events beyond living memory that are significant nationally or globally * Significant historical events, people and places in their own locality   **English**   * All pupils should be enabled to participate and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.   **RE**   * The difference between Catholic and Protestant in the Christian faith * Discrimination | | |
| **Topics and Themes** | | |
| * Gunpowder Plot * Festivals * Fireworks * Autumn | * Catholicism * Discrimination * Crime and Punishment * Local History | |

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| **Step into the Manor** | | |
| **Audience:** Reception/KS1 | | **Duration:** 3- 4 hours |
| **Main Objective:** To see how life in a Manor House from the 1620s is different today. | | |
| **Session Description:** The children will meet Mistress Mary Carter, the housekeeper of the Manor House at Donington le Heath and be given the chance to explore the home of Lord and Lady Digby who owned it in 1620 to see how it is similar or different to the way they live today. Mistress Carter will get the children to help her prepare for a banquet for her employers by setting the table in the Great Chamber and helping with a few tasks in the kitchen in preparation for the meal. The children will get the opportunity to dress in clothes from the period, play with Tudor toys, play musical instruments, dance and make a lavender bag to take home with them | | |
| **Learning Outcomes:**   * Help the children develop an awareness and understanding that the way of life was different in the past. * To recognise rooms and household objects from a long time ago * If they are studying the Great Fire of London, Elizabeth I or Gunpowder Plot or intend to study the Tudors at KS2 the session will help them to understand what homes would have been like at the time. * Look and play with toys from the past and dress up in costumes and consider how they are different. * Get the chance to play musical instruments from the past. * Understand the importance of the house and its occupants to the local area. * Develop the children’s speaking, listening, participation and thinking skills through role play and storytelling. | | |
| **National Curriculum links:**  **History**   * Significant historical events, people and places in their own locality * They should 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.   * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (KS2) | | |
| **Topics and Themes** | | |
| * Homes * Buildings * Life in the past | * Toys from the past * Local History * Clothes | |

More information can be found on our website: [www.1620shouse.org.uk](http://www.1620shouse.org.uk)

Our team is always happy to talk about options for your visit. For further information, please call us on  **01455 290429** or email [1620shouse@leics.gov.uk](mailto:1620shouse@leics.gov.uk)

##### Melton Carnegie Museum

Melton Museum traces the social and economic history of Melton and showcases the people who have lived and worked here from the Bronze Age to the present day.

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| **Invaders! Anglo-Saxons and Vikings** | | |
| **Duration:** 1.5 hour ME session, 30mins museum | | **Audience:** KS2 |
| **Session Description:**  The area around Melton Mowbray has more Viking place names than anywhere else in the country but Melton itself has an Anglo-Saxon name. This session is led by Aescwyn an Anglo-Saxon woman married to a Viking settler who lived on a farm in the area in the 9th century. She tells the story about her life in the Danelaw and the children learn about Anglo-Saxon and Viking society and beliefs through role play, object handling and storytelling. Activities include weaving and brooch making as well as a teacher led activity in the museum. | | |
| **Learning Outcomes:**  Understand   * Where the Anglo-Saxon invaders came from and where they settled in England (Angle- land) * Where the Vikings came from and where they settled in the Danelaw * How we know where they settled because of place names like ‘ton’ and ‘Thorpe’ * The custom of Anglo-Saxon burials and the value of grave goods for learning about the past * The importance of storytelling to both the Anglo Saxons and Vikings * What an Anglo-Saxon family might eat and how it is different to today * How the Vikings could write using runes. * Where the Anglo Saxons and Vikings fitted into the timeline of English history pre-1066 | | |
| **National Curriculum links:**  History:   * A local history study. * Britain’s settlement by Anglo-Saxons and Scots * Anglo-Saxon invasions, settlements, and kingdoms: place names and village life * Anglo-Saxon art and culture * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor * They know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources * Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales   Geography:   * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS) * use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns; and understand how some of these aspects have changed over time   Citizenship:   * To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. * To think about the lives of people living in other places and times, and people with different values and customs. | | |
| **Topics and Themes** | | |
| * Vikings * Anglo-Saxons * Local History | * Life in the Past * Past communication * Entertainment | |

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| **Putting Melton on the Map** | | |
| **Audience:** KS2 | **Duration:** 1.5 hour ME session, 30 minutes Museum | |
| **Main Objective: To understand the role fox hunting had in the history of Melton Mowbray** | | |
| **Session Description:**  Through a series of interactive exercises and tasks pupils will learn about the history of fox hunting, the impact on the local economy and the consequences of changing opinions towards fox hunting | | |
| **Learning Outcomes:**   * Understand more about foxes and hounds * Be able to explain how Melton Mowbray grew as a town as a result of fox hunting * Begin to consider how opinion changed towards fox hunting and the resulting consequences | | |
| **National Curriculum links:**  History:   * A local history study. * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * They should understand how our knowledge of the past is constructed from a range of sources * Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales   Geography:   * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, and rivers), and land-use patterns; and understand how some of these aspects have changed over time   Citizenship:   * To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences. * To think about the lives of people living in other places and times, and people with different values and customs. | | |
| **Topics and Themes** | | | |
| * Local History * Industry * Fox hunting | | * Life in the Past * Moral issues | |

More information can be found on our website: [www.meltonmuseum.org](http://www.meltonmuseum.org)

Our team is always happy to talk about options for your visit. For further information, please call us on 0116 305 3860 or email [meltonmuseum@leics.gov.uk](mailto:meltonmuseum@leics.gov.uk)

##### Harborough Museum

Discover the mysteries of the magnificent Iron-Age Hallaton Treasure and Harborough’s history including the Symington fashion collection, light entertainer Ernest Elliott, cursed shoes and much more.

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| **The Hallaton Treasure – an Iron Age mystery** | | |
| **Audience:** KS2 | | **Duration:** 2 hours |
| **Main Objective:** To hypothesise about the artefacts found at Hallaton and what they tell us about the Iron Age tribes who lived in the area. | | |
| **Session description:**  Through storytelling, exhibition investigation, artefact examination and games, the children will start to think as historians and learn more about the Iron Age past of the area and how historians and archaeologists hypothesise about the past. | | |
| **Learning Outcomes:**   * To know some of the different disciplinary skills required to be a good historian and to practice hypothesising * To develop understanding of the chronology of the late Iron Age in relation to today, the archeological finds in 2000 and the Roman invasion * To understand that artefacts can give us clues to what happened in the past * To know that there were Iron Age tribes in the area * To know that the finds at Hallaton are likely to be part of a shrine and that the Iron age tribes at the time worshiped a variety of gods (with some Christian influence starting to become apparent later on). * To know that the Romans attempted to invade several times and that there was ongoing resistance from tribes settled in Britain but that some people welcomed the invasion | | |
| **National Curriculum links:**  **History:**   * Changes in Britain from the Stone Age to the Iron Age (Iron Age tribal kingdoms and culture) * The Roman Empire and its impact on Britain (attempted invasions and British resistance) * A local history study * Developing a chronologically secure knowledge and understanding of British, local and world history * Establishing a historical narrative * Consider the historical significance of archaeological finds * Devise historically valid questions * Construct informed responses that involve thoughtful selection and organisation of relevant historical information * Understand that our knowledge of the past is constructed from a range of sources | | |
| **Topics and Themes** | | |
| * Iron Age * Romans * Local History | * Life in the Past * Archaeology * Artefacts | |

More information can be found on our website: [www.harboroughmuseum.org.uk](http://www.harboroughmuseum.org.uk)

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##### Bosworth Battlefield

**Full Day Packages**

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| **Life in Roman Britain Package** | |
| **Audience:** KS2 | **Duration:** Full Day |
| **Main Objective:** To understand what life was like in Roman Britain | |
| **Session Descriptions:**  **Boudica:** Queen Boudica enlists the help of the students to become part of her army. She tells the students about how the Celts live and how life has been affected by Roman rule. She describes the build up to the Celtic rebellion and details the battles her army has won. During the session, students look at food in Iron Age Britain and how food has been affected by the Roman occupation. They also prepare to become Iceni warriors by making woad masks and learning war cries and attack moves.  **Roman Soldier:** Children meet a roman soldier who is based at the Roman fort at Mancetter. He is over at Bosworth as he and his cohort are helping to build a temple to the God, Mars, here on the hill so that they can come and make offerings to the God of War. He tells them about his life in the army, training and tactics and enlists the students as soldiers, teaching them the rudiments of roman battle tactics and skills ahead of the suspected battle with Boudica and the Iceni.  **Archaeology Detectives:** Through seeing and handling actual Roman artefacts and finding out about the Roman archaeology that has taken place at Bosworth Battlefield Country Park, the children will understand about methods of historical enquiry and how they can help us learn and interpret the past. | |
| **Learning Outcomes:**   * To understand why Romans invaded Britain and why they settled in Leicestershire. * To understand what life was like in Iron Age Britain. * To know the impact Romans had on life in Britain. * To know who Boudica was, why she rebelled and why she’s relevant to the local area. * To understand how life was like as a Roman Soldier. * To draw comparisons between the Romans and Celts. * To develop an understanding of archaeological processes. * To develop critical thinking and discussion skills. * To understand the relevance of maps and use of coordinates. * To develop an understand of the timeline of events at Bosworth. * To understand how Roman Bosworth fits into the local landscape. | |
| **Curriculum Links:**  **History**   * A local history study. * The Roman Empire and its impact on Britain. * To know and understand the history of these islands as a coherent. * Significant historical events, people, and places in their own locality. * Know where people and event fit in within a chronological framework. * Understand the methods of historical enquiry, including how evidence is used.   **Geography**   * Human geography: types of settlement, land use, trade links, and the use of natural resources. * use grid references, symbols and key including the use of Ordnance Survey maps. * Use fieldwork to observe, measure, record and present the human and physical features.   **Science**   * Identifying scientific evidence that has been used to support or refute ideas or arguments.   **English**   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Articulate and justify answers, arguments and opinions. * Participate in discussions, presentations, performances, role play, improvisations, and debates.   **Art**   * Recording observation. | |

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| **The Soldier’s Story Package** | |
| **Audience:** KS1 – KS3 | **Duration:** Full Day |
| **Main Objective:** To understand how and why the Battle of Bosworth took place | |
| **Session Descriptions:**  **Bosworth Soldier:** Meet our resident soldier and learn about a life in the medieval times. Find out about the variety of weapons used in battle, the make-up of an army and battle tactics. Handle real artefacts and have your questions answer by the expert. Take your position as a soldier and have a go at the bill drill.  **Guided Walk:** One of Bosworth’s knowledgeable guides will bring the events of the battle to life outside on the battlefield trail with a 2km guided walk featuring objects, re-enactment, and role-play. With access to the most up-to-date research and evidence, pupils will learn the very latest information about the Battle of Bosworth in 1485 and what historians think happened here.  **Self-Led Exhibition:** Our award-winning exhibition brings to life the story of the Battle of Bosworth and this fascinating period of history. Follow the four medieval characters to find out about the lives of those involved, as Richard and Henry battle for the throne of England. Explore how the Battlefield was rediscovered in 2010 and compare the fates of Richard and Henry. We will provide a trail to teachers and adults to guide the pupils through the galleries. | |
| **Learning Outcomes:**   * To know what happened at the Battle of Bosworth. * To understand why there was a battle and how it relates to the Wars of the Roses. * To identify significant people related to the battle. * To understand why the battle took place locally. * To know how the battle changed English history and marked the start of the Tudor dynasty. * To learn about life in medieval time. * To understand the make-up and tactics of a medieval army. * To develop an understand of the timeline of events at Bosworth. * To understand how medieval Bosworth fits into the local landscape. | |
| **National Curriculum links:**  **History**   * A local history study. * To know and understand the history of these islands as a coherent. * Significant historical events, people, and places in their own locality. * Know where people and event fit in within a chronological framework. * Understand the methods of historical enquiry, including how evidence is used. * Events beyond living memory that are significant nationally or globally * a significant turning point in British history. * The development of society in medieval Britain 1066-1509: the Wars of the Roses (KS3) * Gain historical perspective by placing their growing knowledge into different contexts   **Geography**   * Human geography: types of settlement, land use, trade links, and the use of natural resources.   **English**   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Articulate and justify answers, arguments and opinions. * Participate in discussions, presentations, performances, role play, improvisations, and debates. | |

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| **Battlefield Detectives Package** | |
| **Audience:** KS2/ KS3 | **Duration:** Full Day |
| **Main Objective:** To understand how we know about the Battle of Bosworth | |
| **Session Descriptions:**  **Battlefield Detectives:** Pupils become detectives using deductive skills and reasoning to see what they can learn from the recent archaeological studies of Bosworth Battlefield, and Richard III. The pupils learn about the use of archaeological techniques, the study of DNA and geophysics to help understand historical theories. Following their own lines of enquiry, they will use real evidence to make their own historical claims to reconstruct the past. Pupils will study the skeleton of Richard III and try to work out which weapons inflicted his injuries. They will use maps and plot where artefacts were found using co-ordinates.  **Guided Walk:** One of Bosworth’s knowledgeable guides will bring the events of the battle to life outside on the battlefield trail with a 2km guided walk featuring objects, re-enactment, and role-play. With access to the most up-to-date research and evidence, pupils will learn the very latest information about the Battle of Bosworth in 1485 and what historians think happened here.  **Self-Led Exhibition:** Our award-winning exhibition brings to life the story of the Battle of Bosworth and this fascinating period of history. Follow the four medieval characters to find out about the lives of those involved, as Richard and Henry battle for the throne of England. Explore how the Battlefield was rediscovered in 2010 and compare the fates of Richard and Henry. We will provide a trail to teachers and adults to guide pupils through the galleries. | |
| **Learning Outcomes:**   * To develop an understanding of archaeological processes. * To develop critical thinking and discussion skills. * To understand the relevance of maps and use of coordinates. * To develop an understand of the timeline of events at Bosworth. * To know what happened at the Battle of Bosworth. * To understand why there was a battle and how it relates to the Wars of the Roses. * To identify significant people related to the battle. * To know how the battle changed English history and marked the start of the Tudor dynasty. * To learn about life in medieval time. * To develop an understand of the timeline of events at Bosworth. * To understand how medieval Bosworth fits into the local landscape. | |
| **National Curriculum links:**  **History:**   * A local history study. * To know and understand the history of these islands as a coherent. * Significant historical events, people, and places in their own locality. * Know where people and event fit in within a chronological framework. * Understand the methods of historical enquiry, including how evidence is used. * Events beyond living memory that are significant nationally or globally. * The development of society in medieval Britain 1066-1509: the Wars of the Roses (KS3) * Gain historical perspective by placing their growing knowledge into different contexts.   **Geography:**   * Human geography: types of settlement, land use, trade links, and the use of natural resources. * Use grid references, symbols and key including the use of Ordnance Survey maps. * Use fieldwork to observe, measure, record and present the human and physical features.   **Science:**   * Identifying scientific evidence that has been used to support or refute ideas or arguments.   **English:**   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Articulate and justify answers, arguments and opinions. * Participate in discussions, presentations, performances, role play, improvisations, and debates.   **Art:** Recording observation. | |

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| **Life in Roman Britain Package (If only one Museum Educator available)** | | | |
| **Audience:** KS2 | **Duration:** Full Day | | |
| **Main Objective:** To understand what life was like in Roman Britain | | | |
| **Session Descriptions:**  **Roman Soldier:** Children meet a roman soldier who is based at the Roman fort at Mancetter. He is over at Bosworth as he and his cohort are helping to build a temple to the God, Mars, here on the hill so that they can come and make offerings to the God of War. He tells them about his life in the army, training and tactics and enlists the students as soldiers, teaching them the rudiments of roman battle tactics and skills ahead of the suspected battle with Boudica and the Iceni.  **Boudica:** Queen Boudica enlists the help of the students to become part of her army. She tells the students about how the Celts live and how life has been affected by Roman rule. She describes the build up to the Celtic rebellion and details the battles her army has won. During the session, students look at food in Iron Age Britain and how food has been affected by the Roman occupation. They also prepare to become Iceni warriors by making woad masks and learning war cries and attack moves.  **OR**  **Archaeology Detectives:** Through seeing and handling actual Roman artefacts and finding out about the Roman archaeology that has taken place at Bosworth Battlefield Country Park, the children will understand about methods of historical enquiry and how they can help us learn and interpret the past.  **30 minute Roman Ramble:** Teacher led. We will provide you with a bag of replica artefacts along with a step-by-step guide. | | | |
| **Learning Outcomes:**   * To understand why Romans invaded Britain and why they settled in Leicestershire. * To know the impact Romans had on life in Britain. * To know who Boudica was, why she rebelled and why she’s relevant to the local area. * To understand how life was like as a Roman Soldier. * To draw comparisons between the Romans and Celts. * To develop an understanding of archaeological processes. * To develop critical thinking and discussion skills. * To understand the relevance of maps and use of coordinates. * To develop an understand of the timeline of events at Bosworth. * To understand how Roman Bosworth fits into the local landscape. | | | |
| **Curriculum Links:**  **History**   * A local history study. * The Roman Empire and its impact on Britain. * To know and understand the history of these islands as a coherent. * Significant historical events, people, and places in their own locality. * Know where people and event fit in within a chronological framework. * Understand the methods of historical enquiry, including how evidence is used.   **Geography**   * Human geography: types of settlement, land use, trade links, and the use of natural resources. * use grid references, symbols and key including the use of Ordnance Survey maps. * Use fieldwork to observe, measure, record and present the human and physical features.   **Science**   * Identifying scientific evidence that has been used to support or refute ideas or arguments.   **English**   * Listen and respond appropriately to adults and their peers. * Ask relevant questions to extend their understanding and knowledge. * Articulate and justify answers, arguments and opinions. * Participate in discussions, presentations, performances, role play, improvisations, and debates.   **Art**   * Recording observation. | | | |
| **Impact! Package** | | |
| **Audience:** KS2/KS3 | | **Duration:** Full Day |
| **Main Objective:** To understand how different weapons were used on the battlefield | | |
| **Session Description:**  **Impact:**  During this session, students will have the opportunity to handle replica 15th century weapons. They will learn about the mechanics of battle and the forces used to operate medieval weaponry.  **Guided Walk:** One of Bosworth’s knowledgeable guides will bring the events of the battle to life outside on the battlefield trail with a 2km guided walk featuring objects, re-enactment, and role-play. With access to the most up-to-date research and evidence, pupils will learn the very latest information about the Battle of Bosworth in 1485 and what historians think happened here.  **Self-Led Exhibition:** Our award-winning exhibition brings to life the story of the Battle of Bosworth and this fascinating period of history. Follow the four medieval characters to find out about the lives of those involved, as Richard and Henry battle for the throne of England. Explore how the Battlefield was rediscovered in 2010 and compare the fates of Richard and Henry. We will provide a trail to teachers and adults to guide pupils through the galleries. | | |
| **Learning Outcomes:**   * Knowledge of different 15th century weapons * Knowledge of forces (gravity, applied force, drag, etc.) * Different types of archaeology – experimental archaeology, osteoarchaeology * Timeline of activity at Bosworth * Accurate measuring * Critical thinking skills (predicting outcomes, formulating arguments and opinions, developing hypotheses, scientific method) | | |
| **National Curriculum links:**  **History KS2**   * A local history study * 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; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.   **History KS3**   * Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world * Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * 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 and analyses * 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; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.   **Science KS2**   * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * Using test results to make predictions to set up further comparative and fair tests * Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust * Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * Identify the effects of air resistance, water resistance and friction, that act between moving surfaces * Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.   **Science KS3**   * Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience * Make predictions using scientific knowledge and understanding * Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate * Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety * Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements * Present observations and data using appropriate methods, including tables and graphs * Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions * Simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged * Other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels. | | |

**Single Learning Sessions**

Create a bespoke itinerary to suit the time and budget available to you. Choose from the below activities to create an engaging and memorable visit.

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| **Bosworth Soldier** | |
| **Audience:** KS1- KS5 | **Duration:** 45 minutes |
| Meet our resident soldier and learn about a life in the medieval times. Find out about the variety of weapons used in battle, the make-up of an army and battle tactics. Handle real artefacts and have your questions answer by the expert. Take your position as a soldier and have a go at the bill drill. | |

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| **Bosworth Soldier and Archer** | |
| **Audience:** KS1- KS5 | **Duration:** 1 hour & 15 minutes |
| Meet Master John who explains the make-up of medieval bows and arrows and the role of the archer on the battlefield. Discover how often archers had to train, how effective the bodkin arrow was against armour and where an archer kept his spare bow string. Handle a bow and watch how fast John can shoot his arrows. | |

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| **Guided Walk** | |
| **Audience:** KS1- KS5 | **Duration:** 1 – 1.5 hour |
| One of Bosworth’s knowledgeable guides will bring the events of the battle to life outside on the battlefield trail with objects, re-enactment, and role-play. With access to the most up-to-date research and evidence, pupils will learn the very latest information about the battle. | |

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| **Self-Led Exhibition** | |
| **Audience:** KS1 – KS3 | **Duration:** Approx. 1 hour |
| Our award-winning exhibition brings to life the story of the Battle of Bosworth and this fascinating period of history. Follow the four medieval characters to find out about the lives of those involved, as Richard and Henry battle for the throne of England. Explore how the Battlefield was rediscovered in 2010 and compare the fates of Richard and Henry. We will provide a trail to teachers and adults to guide pupils through the galleries. | |

**Outreach Learning Sessions**

Let us bring our learning sessions to your school. Workshops are suitable for a classroom or hall setting and can be run for one class or the whole school. All of our staff have years of experience of working with young people. Workshops can be tailored to the relevant age group and learning outcomes.

The following activities are available to bring Bosworth to your classroom:

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| **The Bosworth Soldier** |
| Meet our resident soldier, learn about a variety of weapons from dagger to cannon, recruitment, the make-up of an army, wounds and treatment, tactics, campaign life, transportation, food and rations, sieges, heraldry and battle communications. Handle some artefacts and take your position as a soldier. |

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| **Life of a Roman Soldier** |
| Tying in with the discovery of a Roman temple near the site, this session explores the reality of life in Roman Britain, recreated in a programme of activity that brings history to life. Pupils meet a Roman soldier, Marcus Vitius Valens, who take the pupils on a journey of discovery as they learn about army life, trade, politics, religion, slavery and entertainments. |

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| **John the Archer** |
| Meet Master John who explains the make-up of medieval bows and arrows and the role of the archer on the battlefield. Discover how often archers had to train, how effective the bodkin arrow was against armour and where an archer kept his spare bow string. |

We aim to accommodate so a more bespoke plan can be put together by our facilitators depending on time and numbers.

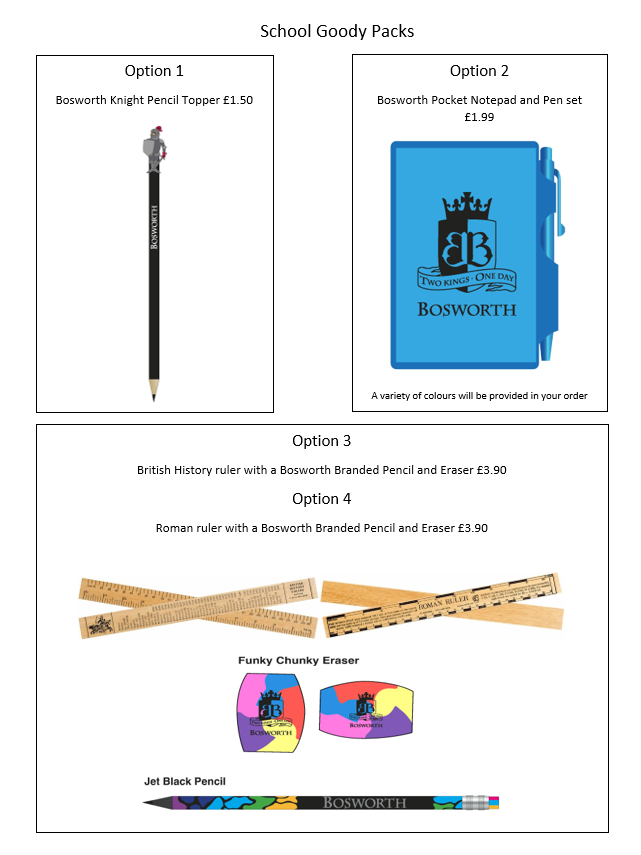
**Bosworth Facilities:**

Facilities include ample parking, indoor lunch spaces, picnic areas, child-friendly and disabled toilets and dedicated education rooms.

Coach parking at Bosworth is FREE when booked as part of an educational visit. Disabled parking is located behind the 1485 Tithe Barn Cafe.

**Shop:**

The Gift Shop at Bosworth sells a wide range of gifts and souvenirs suitable for all ages, from pocket money items to bespoke merchandise. A pre-order service is also available:



Our friendly and knowledgeable team are here to help you plan your visit. If you would like any further information or would like to book an educational visit to Bosworth Battlefield, please contact us on 01455 290 429 or e-mail [Bosworth@leics.gov.uk](mailto:Bosworth@leics.gov.uk)

