

TEACHER GUIDANCE

Teacher and Film Led	An Overview		
Main Theme	<p>The Journey of the Document session introduces your class to how, why and where the original source documents detailing Queen Elizabeth I's visit to Norwich in 1578 were written, stored and preserved.</p>		
Preparation	<p>To prepare then teach this session you will need to sign into the POP1578.com website, open the session 1 page tab, then download, print out, sort and source (if needed) the resources prior to the lesson.</p>		
The Teaching Day	<p>On the teaching day the students will arrive in class to a Cardboard box on the teacher's desk/chair. When ready simply open the dedicated session one Google slide on your whiteboard and begin to click through the session. Read each slide as you go opening up and playing the film clips set within the slides and completing the activities the session should take a full day. The slides can be watched by the children in on the floor in front of the whiteboard. But when doing the tasks split the students into groups, maybe where they normally sit in the classroom. These groups can then either work together or if it's more appropriate they can work in pairs or smaller groups at their tables.</p>		
Teaching Aids	Film Clips		
	<p>The Google slide has several short film clips which you can click on expand and press play. In these film clips you will meet 'Annie the Archivist' who is a 'trainee' on her first day at work. She needs the student's help as 'Document Detectives' to explore what is in an archive box she has been given to sort through and had shared with your class. Annie sets tasks for the students to complete with the documents and images in the box. Then she discusses the answers and sets the next task, until the final film clip where she congratulates the students on their success as Document Detectives and invites them to find out more about the Norfolk Record Office and the Archive Centre with through a virtual visit. (which is the next session and follows on in the same Google Slide)</p>		
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE?	The Archive Box		
	<p>The archive box will create intrigue and interest from the students! In the box there are several different sets of 'records' which you will find listed in the resources section of the teacher guidance. There is a map of Norwich, images of places and people and excerpts from the programme's transcribed documents printed out on 3 differing pieces of 'aged' paper and using 3 different types of font to enable students to find out that the records are the same words about the same event but have be written in different periods of history.</p>		
	Upper	Middle	Lower
	Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events in <i>Journey of the Documents</i>
	Challenges How would it have felt to lose these documents? Why?	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?

RESOURCES

What you will need	
An Archive Box	<p>A professionally made archive box can be bought directly from the archive centre in Norwich. You will need to order this in plenty of time. Email: They have an order form you can fill in and send back to them. Contact us at norfrec@norfolk.gov.uk for more details. The Box should measure approximately Height: 10 cm Length: 35 cm Width: 24 cm</p> <p>Or you can always source a cardboard craft box from a shop such as Hobbycraft.</p>
The 'records' pack	<p>Once you have your archive box you will need to fill it with your records/ documents pack. How many groups you have will depend on how many students are in your class but table groups should be no more than 6 in total. For each group you will need a set of documents ready in the archive box. For instance, if you have 30 students then you will probably need 6 sets of documents.</p>
The aged documents sets	<p>Our suggestion would be to also laminate all the documents apart from the 'aged' paper documents. The aged paper should be as authentic as possible and the more it gets handled the tattier they will get!</p> <p>You do not need to print out both sets of 'aged' documents! In the Journey of the Documents Resources section, you will be able to choose from downloading and printing out some coloured parchment paper sets which you will need to print in colour and double sided. Or use the plain white paper set of 'aged' documents and buy your own 'aged' paper. Then load the aged paper into your school photocopier and print from file, single sided to copy onto the 'aged' paper.</p>
Other Resources	<p>There are other resources which do not need to go in the archive box but can be still prepared ahead of time and put to one side until you need them. These are:</p> <ul style="list-style-type: none"> – The Match Them Up activity sheet (one per student/pair or group) – Ask the Archivist Activity sheet (one per student/pair or group) – Story Map activity- more about this below.
The Story Map Activity	<p>The Story Map activity has four sets of resources. These are:</p> <ul style="list-style-type: none"> – A story map – A story map script – Individual images with text – Individual images with no text <p>On how many you will need to print out and how to use these resources please refer to the Story Map Guidance document/film</p>

AIMS AND OBJECTIVES

An Immersive Adventure Teacher and Film Led

Talk for Writing: Imitation
Source Document: 1-5

Driving questions	How do we know about Queen Elizabeth's Pageant in Norwich in 1578?		
Initial stimulus Material	Can we help the Archivist sort out the box of documents? Can we help the Archivist find out more about the documents? Where have the documents been stored in the past?		
Pre-session resources	<i>Putting on a Pageant 1578</i> Teachers' Pack. Parent/Carer letter home to introduce the project and with a Commitment of Engagement agreement form to sign.		
Learning objectives	To introduce the students to the documents of the project.		
	To discuss , describe and introduce the students to the time span of the documents, who wrote them, where they were kept.		
	To learn the structure and vocabulary of the Journey of the Documents (T4W imitation phase) with a story map.		
	To use actions, words and the story map as kinaesthetic ways to reinforce the story and vocabulary.		
Key messages	THE ONE THING YOU NEED TO KNOW IS... Where were the documents kept and who took care of them?		
	Key Point 1 The original document was written in 1578 by Thomas Churchyard.	Key Point 2 The documents were in danger of being damaged and lost.	Key Point 3 The documents are now kept safely at Norfolk Record Office.
How will the session be adapted for differing abilities What SKILLS do the students have? How can you CHALLENGE ?	Upper	Middle	Lower
	Skills – Imagining and empathising – Thinking and making suggestions	Skills – Empathy and recall – Predicting what might happen	Skills – Remembering the main events in <i>Journey of the Documents</i>
	Challenges How would it have felt to lose these documents? Why?	Challenges What do you think happens next? Why?	Challenges Can you remember...? What, where and how?

AIMS AND OBJECTIVES (continued)

<p>Key vocabulary & words to explore KS1</p>	<p>Queen Elizabeth I, royal visit, pageant, document, Mayor, City Council, shelf mark, Thomas Churchyard, Bernard Garter, The Guildhall, The Castle, secretary, archive, library, archivist, librarian, historian, museum, fragile, collection, Norwich Archive Centre, Norfolk Record Office, scholar</p>
<p>Key vocabulary & words to explore KS2</p>	<p>Norwich Assembly Proceedings Book, Muniments Room, repository, palaeography, conservation, preservation.</p>
<p>National curriculum Areas covered by this session KS1 & KS2*</p>	<p>ENGLISH SPOKEN LANGUAGE</p> <p>Students should be taught to:</p> <ul style="list-style-type: none"> – 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 – Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama – Adopt, create and sustain a range of roles, responding appropriately to the adult in role articulating and justify answers, arguments and opinions* – Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings* – Maintain attention on 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* – Gain, maintain and monitor the interest of the listener* – Consider and evaluate different viewpoints, attending to and building on the contribution of others* – Select and use appropriate registers for effective communication* <p>WRITING: Composition</p> <p>Students should be taught to write sentences by:</p> <ul style="list-style-type: none"> – Saying out loud what they are going to write about – Composing a sentence orally before writing it* – Sequencing sentences to form short narratives* – Re-reading what they have written to check that it makes sense* – Discussing what they have written with the teacher or other students* – Reading their writing aloud, clearly enough to be heard by their peers and the teacher* <p>HISTORY</p> <p>Students should:</p> <ul style="list-style-type: none"> – Develop an awareness of a long time ago, using common words and phrases relating to the passing of time – Use a wide vocabulary of everyday historical terms* – Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*– Understand some of the ways in which we find out about a long time ago and identify different ways in which it is represented.*

LESSON PLAN

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>Age and ability dependent*</p>	5 mins	<p>Open the POP 1578 website and login</p> <p>Click on Session 1</p> <p>Open up the Google slide on your whiteboard so it is ready to use as the session starts</p>
	5 mins	<p>When students are settled in front of the whiteboard you 'notice' the archive box</p> <p>TEACHER: "Let's find out what this box is all about"</p> <p>Continue to start session one</p> <p>Play Archivist Clip 1</p>
	20 mins	<ul style="list-style-type: none"> - Click through to the 'Map Matching activity' instruction slide and read through the instructions together - Leave the instructions on the whiteboard - Arrange class into groups of 4-6 students sitting at tables - Handouts the maps and images pack to each group - Recap the instruction and allow 10-15 mins to complete*
	20 mins	<p>TEACHER: "Who can tell me the name of this building?" (Hold up an image), repeat with the other building images.</p> <p>The buildings will be:</p> <ul style="list-style-type: none"> - Norwich Castle - The Norwich Central Library - The Guildhall (they may think this is a church!) - Norfolk Record Office <p>TEACHER: "Were these buildings built a long time ago or do you think they are only a few years old." "Let's see if we can put them in order from oldest to newest lining them up on the table."</p> <p>Walk round each of the tables and cheque/ question/ amend collect up maps and images and put them back in the archive box</p> <p>TEACHER: "Let's check back in with Annie."</p> <p>Students stay in groups Click to next slide</p> <p>Play Archivist Clip 2</p>

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>Age and ability dependent*</p>	20 mins	<ul style="list-style-type: none"> – Click through to the ‘Document Dilemma’ activity instruction slide and read through the instructions together – Leave the instructions on the whiteboard – Handouts the ‘Document Sorting’ activity pack and Age Cards to each group – Recap the instruction and allow 10-15 mins to complete*
	20 mins	<p>TEACHER: “Have you all sorted the documents oldest to newest?”</p> <p>Invite a group to show their sorting and explain why they have made their choice.</p> <p>TEACHER: “What words and numbers have you notice in the documents? “What date have you noticed on the documents?” Looking at the documents, what special event do you think happened in Norwich?” “Time to check in with Annie and see if we have completed our task correctly.”</p> <ul style="list-style-type: none"> – Students stay in groups – Click to next slide <p>Play Archivist Clip 3</p>
	10 mins	<p>Click through the ‘What have we learnt so far slide and read through each point together</p> <p>TEACHER: “Well done, we’ve done really well, I wonder what’s next?”</p> <ul style="list-style-type: none"> – Students stay in groups – Click to next slide <p>Play Archivist Clip 4</p>
	20 mins	<ul style="list-style-type: none"> – Click through to the “People and Places activity’ instruction slide and read through the instructions together – Leave the instructions on the whiteboard – Handouts the ‘People and Places’ activity pack to each group – Recap the instruction and allow 10-15 mins to complete*

LESSON PLAN (continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>Age and ability dependent*</p>	20 mins	<p>TEACHER: “Let’s check our answers before playing Annie’s next clip”</p> <p>Either ask group by group or ask for ‘hands up’</p> <p>TEACHER: “Who worked in the Guildhall?” ANSWER: The Mayor “Who worked in Norwich Castle?” ANSWER: The Castle Keeper “Who worked at Norwich Central Library?” ANSWER: The Fireman “Why are the four buildings so important?” ANSWER: Documents were kept in them overtime “Who was a special visitor to Norwich in 1578” ANSWER: Queen Elizabeth “Who wrote the oldest document?” Answer...hmmm.</p> <p>“Let’s see if we got these answers correct with Annie.”</p> <p>Play Archivist Clip 5</p>
	20 mins	<p>TEACHER: “Fantastic, let’s recap!”</p> <ul style="list-style-type: none"> – Click through the ‘What have we learnt so far slide and read through each point together – Read through the Queen Elizabeth I slide – Read through the ‘how the Queen got to Norfolk’ slide – Look for Annie’s letter in the box <p>Play Archivist Clip 6</p>
	10 mins	<p>TEACHER: “It’s been a busy morning and I think we will have lots to do this afternoon.”</p> <p>Gather in all the document sets and put them back in the box Sort and set up the Story Map Activity ready for the afternoon session</p>

LESSON PLAN (Continued)

SESSION INFORMATION	ACTIVITY DURATION	AN IMMERSIVE ADVENTURE TEACHER AND FILM LED
<p>FULL SESSION DURATION APPROX:</p> <p>4 HOURS</p> <p>Age and ability dependent*</p>	10 mins	<p>When students are settled in front of the whiteboard click on to Journey of the Documents Story Map slide and read through it together</p> <p>Play Actions Clip</p>
	50 mins	<ul style="list-style-type: none"> – Read through the story map script together – Then leave the story map on the whiteboard – At this point, depending on your students age and ability, you can decide which words you’re going to put actions to and possibly decide on the action itself * – BUT for the best results the class as a whole should try to decide – on consistent actions, as there will be lots of suggestions for them! – Maybe vote on which action everyone thinks is the best for example the Queen Elizabeth I and stick to it. – If you already teach talk for writing you may have a technique for doing all this - which is great! – Students can however make up their own actions * – The class could learn the whole map together * OR use the individual images in pairs or small groups * – The individual images can be blended into sentences and groups could learn a sentence each * – We have suggested 50 minutes for this activity but depending on your students age and ability adjust accordingly.
	20 mins	<ul style="list-style-type: none"> – Recap towards the end of the session/day – Run through each individual/ pair/ group Storey map sections – Then try to practise the story map as a class <p>When possible, each morning after registration, after lunch, or maybe towards the end of the day practise this story map over the next week. This is a good activity for getting the children thinking and moving and the more they practise it together as a group the more they will perfect it!</p>
<p>Explore More at Home</p>	20 mins	<p>Letter Home: Introduction to POP 1578. To ask Parent/Carers to find a treasured possession which belongs to them and have a conversation with their child about it and set the object in a story.</p> <p>Download from resources section/adapt by adding date/school logo etc then email or print out and send home.</p>