

Made in Oxford



Overview

This session aims to make each pupil an enthusiastic advocate for Oxford's history. In small groups, pupils will select a person from Oxford's past. After researching the person's connection to Oxford's and the nation's history the teams will present it as Oxford's most important individual. Prospective people from Oxford's past include Tamesbugus and their pots, William Morris and Morris Motors, Sarah Coopers' Marmalade, James Saddler's exploits, Alice Liddell's influence, and Oxford's role in the development of penicillin. By the end of the workshop, pupils will not only gain significantly more information about the people, their objects and aspect of Oxford's history, they will also have a greater sense of ownership over their collective past.

Session learning aims

Pupils to discover more about Oxford's history and develop ownership of its past.

To read, understand and use this information to present the facts to their peers.



Resources

10 factsheets on famous people from Oxford's history.

An object for each person.

The whole Museum to discover more information.

Paper and pencils for planning.

Proposed workshop plan

Welcome & Timeline (15 min)

The class is welcomed and introduced to the Museum and its collection. Pupils are given the workshop aims and told how we will reach them. In small teams of 3 to 4, they pick a person to champion. Evidence packs are handed out and the groups are

set on their way.

Discover (35 min)

Each person will have an evidence pack for the group to read to help extend their research. This will contain supporting evidence in the form of images, quotes, text and other sources. There will be a chance for each group to find relevant objects and displays in the museum. They can the labels, take notes and could look at other objects and displays in the vicinity to help give them context.



Planning (15 min)

Groups are given time to prepare their argument. They aim to convince the class that their object is the most important in Oxford's history. Younger or more challenged groups may need support with additional resources to help planning. Scaffolded planning sheets are available on request.



Presentations (20 min)

One minute is allocated to each group to allow them to advocate for their person being the most important from Oxford's history. They may use the evidence pack for visual support. If there is time, groups may also like an open debate. Votes are taken to see who has the object that best defines the story of Oxford. The winners are announced and the class is

thanked for their work.

Suggested supporting activities

Before the session, the class could look at different types of historical sources by investigating someone from Oxford.

After the session pupils could produce art, media or written pieces about their topic or person. It could be used to extend and elaborate on their argument back at school.

Curriculum links at Key Stage 2

History (a local history study)

- A study over time tracing how several aspects of national history are reflected in the locality (reflected in objects and topics selected)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (again reflected in objects and topics selected)

English (Reading & Comprehension Lower KS2)

- Retrieve and record information from non-fiction (from displays and evidence packs)
- Participate in a discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say (discussion and debate using the resources at hand)

English (Reading & Comprehension Upper KS2)

- Distinguish between statements of fact and opinion (opposing views on resources).
- Retrieve, record and present information from non-fiction (using resources provided).
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously (Discussion of observations on objects and the resources provided).
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary (debate and present objects, also followed up with written work).
- Provide reasoned justifications for their views (demonstrated via presentations and debate).

Understanding British Values (OfSTED requirement)

Ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes (explored in the Olive Gibbs topic).

Workshop costs and other details

The workshop is 2 hours long and costs £4 per student, with a minimum charge of £75 per session. Supervising adults are free of charge.

How to book

Email the Museum: museum@oxford.gov.uk

Call the Museum: 01865 252334

Finally, you can visit our website for more information: <https://museumofoxford.org/>