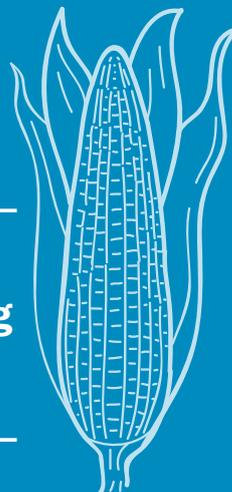
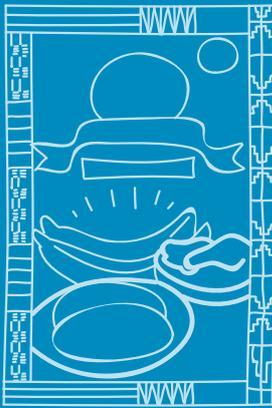


# Royal Botanic Gardens Kew



Formal Learning, Kew 2019

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**Mobile Museum:  
Lesson Plan 1 – Object Handling**

**Key Stage: 1 & 2**

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<b>Key Stage</b>	<b>1 &amp; 2 (can be adapted for all year groups)</b>
<b>Topic</b>	<b>Object handling</b>
<b>Duration</b>	<b>60 minutes</b>
<b>Subject</b>	<b>Curriculum Links – Science, English, Geography, PSHE</b>



### Overview

Pupils will develop their enquiry skills through careful observation and handling of plant-based objects. Collect a variety of approximately 15–20 familiar and unfamiliar objects. These could include plant-based foods, spices, household objects, ornaments, musical instruments, clothing and materials, such as raffia, wood, cane or bamboo. The objects can easily be bought from local shops or markets as well as being collected, with permission, by the pupils themselves from their homes or community groups.

Pupils will research and investigate the origins, uses and cultural significance of the objects. They will focus on describing, asking questions and offering ideas about them as well as exploring ways in which objects might be sorted into a collection using different grouping criteria.

They will also be considering the importance of plants in our everyday lives

NOTE: When selecting objects be careful to check for any pupil allergies.

### Learning outcomes

Pupils will be able to:

- develop their enquiry skills by investigating a range of objects
- use enquiry-based learning to support critical thinking to sort and arrange objects
- understand the importance of plants
- describe how plants are used

### Keywords

museum, object, artefact, purpose, curator, economic botany, culture, collection, display, medicinal, plant-based, sustainability

### Curriculum links

KS 1 and 2 Science  
KS 1 and 2 English  
KS 1 and 2 Geography  
KS 1 and 2 PSHE

*Please see page 7–8 for further curriculum information.*

### Resources and equipment

- A range of plant-based objects such as:
  - food items obtained from local markets or shops reflecting the cultural or ethnic origins of pupils
  - familiar and unfamiliar objects made from plant material e.g. musical instruments, ornaments, utensils, cotton or bamboo clothing, bags

NOTE: include where possible plant-based objects which have been manufactured as a sustainable alternative to plastics or polystyrene, e.g. a re-useable bamboo coffee mug or plant-based plastic cup.

- luggage labels of varied sizes (these can be homemade)
- clipboards
- idea prompt sheets

## Activity outline

### Activity one: Talking

Spread out the objects on the tables.

Explain that the objects are somehow linked together. Ask the pupils to talk to each other about how they think the objects are linked?

Feedback their ideas

Tell the pupils that they are linked together here because they are all the objects are plant-based

- what do we mean by the term 'plant-based'?
- can you give some examples of things that we use in everyday life which are plant-based?
- can they see anything in the classroom that is 'plant-based'?

### Activity two: Looking

Working in pairs, invite the pupils to carefully look and handle the objects on each table talking about them with their partner.

You may want to use some prompt questions here such as:

- what does the object look/feel/smell like?
- what do you think the object is made from?
- is the object made from different plant materials?
- what part of the plant is used to make the object?
- can you see any interesting patterns or markings?
- what do you think the object is used for? – are there any clues?
- who would use the object?
- where would it be used?

Pupils to feed back to the whole group and share ideas.

Ask if any of the pupils are familiar with the objects? Have they or any family members used them at home or have seen them in their local markets, shops, temples etc?

Do the objects remind them of anything similar they have seen or used themselves?

NOTE: There are no right or wrong answers. The activity is to enable the pupils to gain confidence in handling objects and to feel comfortable with sharing their own experiences of objects from their own homes and communities

### Activity three: Describing

Pupils in pairs or small groups, select one object to focus on

Choose one observation or fact about the object which they think would be interesting to share with the rest of the group

Use a luggage label to write down the observation or fact and attach it to the object carefully

Pupils to feed back to the whole group and share ideas

### Activity four: Grouping

Pupils to consider how they could link the objects together to create a display or exhibition

Pairs to discuss different grouping ideas e.g. appearance, use, parts of the plant used, place of origin...

Pupils move the objects around in order to decide which grouping methods work best

Ask pairs to try to guess how other pairs have grouped their objects

Pupils to feed back to the whole group and share ideas

***See Curating a School Museum Teachers' handbook pages 22–23 for further ideas***

## Curriculum links

### KEY STAGE 1

#### Science

##### Plants

- identify and describe the basic structure of a variety of common flowering plants, including trees

##### Everyday materials

- 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

##### Working scientifically

Pupils will be using the following practical scientific methods, processes and skills:

- observing closely
- identifying and classifying
- using observations and ideas to suggest answers to questions
- gathering and recording data to help answer questions

#### English

- writing for different purposes
- discussing their writing with the teacher or other pupils

#### Geography

- develop knowledge about the world, the United Kingdom and their locality
- understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness

#### PSHE

- to take part in discussions with one other person and the whole class

## KEY STAGE 2

### Science

#### Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

#### Working scientifically

Pupils will be using the following practical scientific methods, processes and skills:

- report and present findings from enquiries, including conclusions
- identify scientific evidence that has been used to support or refute ideas or arguments
- recognise that environments can change and that this sometimes poses danger to living things
- making systematic and careful observations

### English

#### Lower KS2

- discuss and record ideas

#### Upper KS2

- note and develop initial ideas, drawing on reading and research where necessary

### Geography

- extend knowledge and understanding beyond their locality, to include the location and characteristics of a range of the world's most significant human and physical features
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

### PSHE

- discuss opinions and explain views on personal and societal issues
- discuss and debate topical issues, problems and events