|  |  |  |
| --- | --- | --- |
| **Session Outline** | | |
| **Title:** Impact! (Bosworth) | | **Audience:** KS2/KS3 |
| **Duration:** 1 Hour | **Location:** Heritage Room | |
| **Main Objective:** To understand how different weapons were used on the battlefield | | |
| **Session Description:**  Through seeing and handling replica 15th century weapons | | |
| **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. | | |