Lesson support for Stage 1: Research

Lesson Duration:
Approx. 1- 2 hours

Learning Objectives:	▪ To decide on an area of focus ▪ To use strategies for research ▪ To use different methods of collecting information
Areas of Learning and Experience:	The steps within this stage offers opportunities to develop: ▪ **Humanities** - Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Cross-curricular skills:	The steps within this stage offers opportunities to develop: ▪ **Literacy –** o developing oracy through discussion, listening to and debating different viewpoints o Accessing and exploring a range of texts from a variety of places and times to analyse evidence, to think critically, to infer meaning, and to evaluate interpretations and viewpoints ▪ **Digital competence** - Developing digital skills in areas such as the use of digital information systems, the use of digital sources ▪ **DCF –** o **Producing**: Sourcing, searching and planning digital content
Guiding Ideas / Possible questions to ask:	What sticks in your mind when you think about this topic? What would you like to find out more about? What sources can we use to find information? How could you recreate this using Minecraft: Education Edition?

Introduction / Starter

Discuss the topic or theme you have been learning about and explain that learners will be creating a 'time capsule' containing three items to represent this topic.

Ask learners what stuck with them about this topic, what the main themes or events were and what they would like to learn more about.

Create a topic mind map, either as a class or individually, organising the ideas into categories such as 'objects', 'places', 'events'.

Inform the learners they will need to decide on three important items to focus on:

1) object
2) place
3) event

to research and recreate in their 'time capsule' world on Minecraft: Education Edition.

Student Activities	Differentiation	Achievement outcomes
Step one		
Discuss sources of information which could be used, including websites, library books, photographs and videos. Talk about the need to use multiple sources to ensure reliability and to gather detailed information.	Level of teacher guidance.	▪ To discuss sources of information

Assessment Opportunities

- Can learners suggest different ways of finding information, considering issues such as reliability?

Step two		
Ask the learners to decide on the three items they are going to recreate in their time capsule and create a research plan, detailing what information they need and where they might find this.	Level of teacher guidance. Learners could work with a partner or a group at this stage.	▪ To decide on an area of interest as a focus of research

Assessment Opportunities

- Can students decide on a line of inquiry and create a plan for research?

Step three

Instruct the learners to explore different sources and collect information to answer their questions.	Resources used – suggested by teacher or accessed independently.	▪ To find a range of sources of information to follow a line of inquiry

Assessment Opportunities

- Can learners find relevant information from a range of sources?

Step four

Ask the learners to feed back on their information gathered, either as a group or to the whole class.	Level of detail in feedback.	▪ To share information gathered to a group

Assessment Opportunities

- Can learners share information, discussing what they found out and asking and answering questions from others?

Plenary

Whilst the learners are sharing their information found, encourage them to ask each other:

- What have you decided to include in your time capsule?
- How did you collect your information?
- Did you face any challenges?
- What was the most interesting thing you found out?

Key Vocabulary:

- Item
- Place
- Event
- Research
- Sources
- Reliability

Resources / Supporting files:

- Internet
- Videos or Photographs
- Online archives
- Library books
- Newspapers