WELCOME TO PORTSMOUTH HISTORIC DOCKYARD
ALL HANDS ON DECK PUPIL CHALLENGES

GIVE YOUR STUDENTS’ BRAINS A HISTORY WORKOUT WITH OUR SPECIALLY DESIGNED CHALLENGES.

THE WARM UP
Activities that help get your pupils looking at and thinking carefully about what they see around them.

THE WORKOUT
Get their museum muscles working as they explore vital concepts including significance, continuity/change and the use of sources using real objects, documents and buildings.

THE COOL DOWN
Take time to reflect on what they have seen, done and learnt. Have their ideas changed? What new questions do they have? What is next in their historians training?

HOW TO GET THE MOST OUT OF THESE CHALLENGES

Mix and match the challenges. You don’t need to do them all and they can be done in any order.

The challenges are based on Visible Thinking and are designed to encourage curiosity, observation and discussion.

Use our Teachers Guide, Teachers Highlights and orientation film to help you get the most out of your day with us.

Use your pre-visit to pick out the objects, images and areas that link to your enquiry question or topic.

Top Tip - try printing the magnifying glasses on card and cutting them out to make a handy detectives tool!

Check here for extra ideas if you want to stretch your group even further!
**BINGO**

**THE WARM UP**

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<tr>
<th>AN ANIMAL</th>
<th>SOMETHING SMALLER THAN YOUR HAND</th>
<th>SOMETHING THAT STARTS WITH ‘S’</th>
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<th>SOMETHING PEOPLE USED TO WEAR</th>
<th>SOMETHING THE COLOUR OF YOUR SOCKS</th>
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**ALL HANDS TO PLAY**

Play I Spy or 20 Questions
SEE-THINK-WONDER

Work in a pair or small group. Pick a painting, photograph, object or display with lots of interesting things and details.

FIND A QUIET SPOT

IMAGINE YOU ARE HERE IN THE PAST.
WHAT THINGS MIGHT LOOK, FEEL, SOUND OR SMELL THE SAME?
WHAT MIGHT BE DIFFERENT?

‘WHAT MAKES YOU THINK THAT’?
This question is a history detectives secret weapon! Make sure you ask that question today.
THE EXPLANATION GAME

Choose an object that has lots of working parts or interesting features.

LOOK CAREFULLY AT THE OBJECT.
WORK OUT HOW THE DIFFERENT FEATURES ARE RELATED TO EACH OTHER.

NAME IT. What features can you see?
EXPLAIN IT. What do they do/how do they work?
GIVE REASONS. Now ask why you think what you think. What evidence do you have?
WHAT ELSE? Are there any other possible explanations?

LOOK CLOSELY
Pick an interesting object and look at it carefully.
What colours can you see?
What materials is it made of?
What patterns and textures can you see?
Is it damaged?
Why do you think it is interesting?
IN THE MOMENT

TAKE A MOMENT TO STAND STILL AND EXPLORE THE SPACE WITH YOUR SENSES...

PRACTICE YOUR YOGA SKILLS AND RELAX...

MINDFUL MOMENT

NAME 4 THINGS YOU CAN SEE
NAME 3 THINGS YOU CAN TOUCH
NAME 2 THINGS YOU CAN HEAR
NAME 1 THING YOU CAN SMELL
CLOSE YOUR EYES AND TAKE A FEW DEEP BREATHS.
HOW DO YOU FEEL IN THIS PLACE?

STRIKE A POSE

COPY SOME SHAPES AND POSES YOU SEE AROUND YOU.
WILL YOU BE TALL AND STRONG LIKE A MAST?
OR FLOWING LIKE WATER?
OR SOMETHING ELSE ENTIRELY!

A NEW WAY OF LOOKING
SHIP EXPLORERS

Imagine you are a sailor. Explore a ship to find out more about what your life might have been like. How would you answer these questions?

Dear Charles,
So how is the food?
Is it better than grans kidney pie?
Love Daniel
(your favourite brother!)

Dear Charles,
I hope you are well and getting plenty of sleep. Are you nice and comfy at night?
With love at night.

Dearest Charles,
I am so looking forward to you coming home soon. I hope you are feeling better. I have been so worried about how they are taking care of you at sea. Where have they been treating you?
All my love, your Emma

Dear Charles,
Oh yes I forgot—Fred wants to know where you go to the toilet?!
That’s little brothers for you.
Love Daniel
(actually I’d quite like to know too!)

Dear Charles,
We miss you very much.
Are you very busy on board?
What sort of jobs are you doing?
Lots of love, Mother

SAILORS AND OFFICERS

How do you think life was different for ordinary sailors and officers? Which job would you prefer?
USING SOURCES
WHAT MAKES A GOOD SOURCE?

PICK A PAINTING, PHOTOGRAPH OR DOCUMENT THINK ABOUT...

WHO MADE IT AND WHY?
WHO DID THEY MAKE IT FOR? DID THEY EXPECT OTHER PEOPLE TO SEE IT?
WHEN DID THEY MAKE IT?
DO OTHER SOURCES BACK IT UP OR CHALLENGE IT?
WHICH DO YOU THINK IS MORE RELIABLE AND WHY?

FIND A PAINTING, PHOTOGRAPH OR SCULPTURE OF A PERSON.

Look closely at it and try and work out more about them.
Do they look happy or sad? Angry or calm? Friendly or angry?
If the person in the picture could come to life and talk to you, what do you think they would say?
What questions would you ask them?

OBJECTS AS SOURCES
Look at the objects around you. What can they tell you about life in the past? Make sure you touch and smell objects when you can. It can help you feel more connected to history.
USE THE PICTURE FRAME TO MAKE YOUR OWN ‘PAINTINGS’ OF YOUR TRIP TODAY. PRINT ONTO CARD, CUT OUT THE FRAME AND THEN YOU CAN LOOK THROUGH IT TO FRAME THE VIEWS. WHAT WILL YOU CHOOSE?
HISTORIANS WORKING IN MUSEUMS - CALLED CURATORS - HAVE TO CHOOSE OBJECTS, PICTURES OR DOCUMENTS TO TELL A STORY IN AN EXHIBITION.

But they can’t just include everything.

Imagine you are a curator, look around and pick 3 objects that you would put in an exhibition.

THINK ABOUT...

What makes a good historical source?
What do you want people to learn?
What do you find interesting?
Why do you think some objects are in museums and others are missing?

Museums aren’t just about famous people. Ordinary things from everyday life are really important too.

What would you put in a museum all about your life to help people learn about what you do, what you enjoy and why you are special?
EXPLORING BUILDINGS
You can get lots of clues about how life in the Royal Navy changed or stayed the same by exploring the buildings.

THINK ABOUT...
- WHAT MIGHT THEY HAVE BEEN USED FOR?
- THE DIFFERENT STYLES OF BUILDINGS
- WHICH BUILDINGS MIGHT BE THE OLDEST?
- THE MATERIALS USED TO MAKE THEM
- WHAT IS ON THE FLOOR?
- UNUSUAL OR INTERESTING FEATURES
- DO THEY REMIND YOU OF ANYTHING ELSE?
- ARE ANY BUILDINGS SYMMETRICAL?

EXPLORING SHIPS AND SUBMARINES
- WHAT IS IT MADE OF?
- WHAT WAS IT USED FOR?
- HOW IS IT POWERED?
- WHAT WEAPONS DID IT HAVE?
- WHAT WAS LIFE LIKE FOR SAILORS?

SNAP!
You could take some photos of the ships or buildings to make a timeline at school.
HOW DO YOU KNOW IF SOMEONE WAS SIGNIFICANT?

LOOK AROUND YOU AND SEE IF YOU CAN FIND EVIDENCE TO HELP YOU DECIDE.

What did people say about them at the time? Are they still remembered now? Did their actions change things at the time and in the future?

THINK OF SOMEONE WHO IS FAMOUS NOW. Maybe a writer, sports person, musician or politician? Do you think they will be seen as significant by future historians?

HERO OR VILLAIN?

DO YOU THINK BEING SIGNIFICANT IS ALWAYS A GOOD THING? MAYBE IT DEPENDS ON WHAT SIDE YOU ARE ON!
THE COOL DOWN!

PHEW! YOU HAVE WORKED REALLY HARD TRAINING YOUR BRAIN TODAY.

NOW IT'S TIME TO COOL DOWN AND THINK ABOUT WHAT YOU HAVE DISCOVERED.

I USED TO THINK... NOW I THINK...

Reflect on the ideas you had before your visit.

Have any of your views changed?

What would you like to know more about?

WOULD YOU RATHER...?

Eat maggoty biscuits or wormy cheese?

Sail on a ship or a submarine?

MINDFUL MOMENT

Stand still and explore the space with your senses...

Name 4 things you can see
Name 3 things you can touch
Name 2 things you can hear
Name 1 thing you can smell

Close your eyes and take a few deep breaths. How do you feel in this place?

Think about what you have discovered today and try thinking up other awful options.

HEADLINES

Consider a ship or gallery you explored and take a moment to think about what you have seen and experienced.

Now create a headline that sums up what is important about that area.

Did anything surprise you today?

Did anything make you think ‘wow!’?

What was your favourite thing?