

SDR200:TEACHER GUIDE

For most teachers, the starting point is the main video; it sets the scene and forms the basis of project working in a team. Some people will use this as a 'project in a day', others may teach a full topic around it over a few weeks. Up to you. What we have tried to do is keep it simple whilst giving you a wide range of resources to choose from.

It is a good idea to start at the main resource page and explore the resource map

Knowledge

We have tried to simplify the story of the first railway and its legacy into five short videos. These are an excellent way in to the key information. For younger learners we also have a simplified story version in one video. On their own, these two resources are enough to give children the knowledge to produce some really well informed work. However we also have links to more in-depth resources and external sources if you would like the children to research further. Although we have made the videos relatively short, we recommend watching them over several days rather than in one go.

Voice

We want to give the children the opportunity to respond to the task, to show what they know and think, as creatively as possible. Each part of the story has suggestions for a digital skills based task as well as another curriculum area. Yes there is a comprehension for each video (it pained me to do it!) But the focus is on children using what they know to engage an audience. Posters, stories, podcasts, songs, poems, animations....literally whatever you want to attempt or let them attempt is brilliant....and we want to celebrate it so send us the pictures. This is also a fantastic opportunity to focus on audience, who are the children trying to inform or persuade and how can that best be achieved.

We are also really keen to support the idea of a **Museum in Your Classroom** for this project and there are links to the guidance from Tees Valley Museums. It is a really effective way to keep that focus on audience.

Please send us images of the children working and some of their work; that is where the impact is:

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Supported using public funding by
**ARTS COUNCIL
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