

## Milestone Project – The Highwayman

### Teacher Notes – Upper Key Stage 2

#### Session 5-6 – Show Me the Way

#### **Core Curriculum Areas :**

#### **Art, Design & Technology, Science**

#### **Main Objectives**

#### **Art**

Develop and imaginatively extend ideas from starting points throughout the curriculum.

Use the qualities of materials to enhance ideas.

Sculpture - Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities.

Use frameworks (such as wire or moulds) to provide stability and form.

Design and make a Greetings Card for a 'milestone' event, such as a special birthday

#### **Design & Technology**

Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).

Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).

#### **Science**

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.

Present findings in written form, displays and other presentations.

#### **Cross Curricular Links**

#### **History**

## **Preparation / Resources**

PPT Images of milestones made of different materials

Materials for making waymarkers : clay, wood, cardboard....

Age appropriate tools for cutting, sticking, carving

Plastic sheet & aprons

Safety goggles

Planning sheet

Waymarker outdoor durability record sheet

## **Introduction**

Teacher reminds the class about the journeys of the highwayman in the poem and also the in the video.

Class discuss how people travelled during this period in history. Teacher explains that there would not have been cars in those days and that many people travelled on foot or by horse. She explains that horses were as easy to recognise as cars are today.

Class discuss the importance of waymarkers and signposts and look at a powerpoint of different waymarkers from different periods of history that are still around the country to this day.

Teacher asks class to play a game trying to work out what each milestone on the PPT represents and when it was installed e.g. modern times or 18-19<sup>th</sup> Century.

Teacher asks class which ones the Highwayman might have seen.

Class discuss the materials used in different markers identifying materials such as stone, wood, cast iron, concrete...

Class also establish that the materials used in waymarkers were very important as must be durable to survive the elements and also be solid shapes and bright to be seen by travellers.

## **Main Activities**

Teacher explains that the class are going to design a local way marker e.g. from school to your home, from school to the park.....

Pupils can suggest their own ideas for a local route that may require a waymarker

Class divide into groups working with different materials to design and make their own way marker.

**Group A & B** – work with clay (substitute for stone)

The teacher explains that the pupils must plan and design their idea on paper first discussing this with the teacher and using images of milestones / way markers as references.

They must select the correct tools to support their design.

The group should show their paper design to the teacher before making the clay waymarker .

The teacher then allocates sufficient clay and tools to the pupil to make a start on the 3D version.

The teacher reminds the students to make sure they have an apron on and the table should have a plastic cover to protect it.

### **Group C & D**

Create a waymarker made of wood

The teacher explains that this group must plan and design their idea on paper first discussing this with the teacher and using images of milestones / way markers for reference.

They must select the correct tools to support their design.

The teacher reminds the class about the importance of health and safety and issues tools and goggles if required.

### **Whole class**

**Science** - After the waymarkers have been created, the teacher explains that the class are going to test the durability of their way marker outdoors.

The teacher explains that they will be recording the waymarkers throughout the coming weeks to see if they can stand up to the elements.

The pupils will have their own record sheet and they can record their observations of their own or other waymarkers.

At the end of the test e.g. one or two weeks, the class will come together and feedback their observations.

The class discuss results and draw conclusions about the suitability of each material as way markers.