

Bargrave teaching resource for KS1 and KS2
A cross curricular resource using objects and primary sources.

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The Bargrave teaching resource is based on a 17th century Cabinet of Curiosity collection created by John Bargrave stored at Canterbury Cathedral Archive.

The resource is a loan pack of duplicate objects and photos of original objects with information, copies of diary excerpts, original object labels with transcripts, and a photo of the original cabinets. Supplementary notes include additional information, a suggested teaching plan and activity sheets. It is kept in an imitation cabinet of curiosity.

Activities are organised around six themes:

What do you collect?	Telling Stories
Your cabinet of curiosity	Display
Collecting and sorting out	Looking after your collection

The resource has been designed to be flexible, with a suggested teaching plan that can be used to create stand-alone lessons exploring the Bargrave collection in detail, or as a whole to progress through the processes of collecting and establishing a cabinet of curiosity collection. In either case, there are a range of activities suggested, giving the opportunity to tailor resources to specific needs and key stages.

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How to use this resource

Outcome

You could use this resource to learn about primary sources and duplicate objects, and through them find out about the past, about collecting and museums. There is an opportunity to use these skills to create a cabinet of curiosity collection, using either Bargrave resources, or by making your own collection of objects. Alternatively you could plan stand-alone lessons or use the activity sheets for investigation of the Bargrave collection.

Objectives

The resource could be used to achieve some or all of the following:

Thinking about what we collect, how we decide what is important to us, how we look after things we care for.

Learning about the processes of collecting, collection care, research and display.

Exploring how objects tell stories about ourselves and others.

Creating our own collections.

A cross-curricular approach, allowing for teaching at Key Stage 1 and Key Stage 2.

Your cabinet of curiosity

If you decide to use the resource to create your own cabinet of curiosity collection, this could be achieved by:

- Using the Bargrave duplicate objects and the photos to create a display (these could be photos, sketches, models, or the duplicate objects themselves)
- Making your own collection of objects, new or old, as a group, class or individually.

Acknowledgments and further resources

The teaching plan in this resource is inspired by Museum in the Classroom (www.campaignformuseums.org.uk) and has been specifically adapted for use with the Bargrave resources.

Other useful resources can be found at:

www.24hourmuseum.org.uk

www.show.me.uk

www.english-heritage.org.uk

Supplementary notes

The Bargrave Collection

John Bargrave was born near to Canterbury in 1610 and was the son of an established Kent family. He was educated at King's School, Canterbury from where he proceeded to Cambridge and to a fellowship at Peterhouse. He was ejected in 1643 because of his high church sentiments and royalist tendencies, but resumed his fellowship in the 1660's at the Restoration. He was ordained to the priesthood in 1662, and was later made a Canon of Canterbury.

Bargrave spent the period 1646-1660 as a travelling tutor on the continent, and undertook four Grand Tours as well as visits to Rome and Naples. His travels included other parts of Europe such as Austria, France and Germany. He also visited Africa. He returned to England in 1660 on the Restoration of the monarchy.

Three wooden cabinets exist to house his collection, which consists of some 200 objects, with a further large collection of coins. The largest cabinet was constructed in order to house the loose objects. Other objects stood on the shelves for display, rather than being stored in the drawers.

Taken as a whole, the collection is highly significant, reflecting standards and tastes of collecting at the time. Some individual items are very important examples of their type.

The Bargrave 'cabinets of curiosities' are comparable to the Tradescant Collection, held at the Ashmolean Museum in Oxford.

Cabinets of Curiosity

Cabinets of Curiosity were collected by lots of different people, from royalty and scholars to inn keepers. They were popular all over Europe in the 16th and 17th centuries. Different people collected according to their own interests and opportunity, so some are collections of anatomical or botanical items, others are of postcards, prints and art.

They are thought of as the precursors to museums, as the objects were collected, classified and displayed in that way. They also had an educational function, just as museums do, to explore and share the knowledge accumulated by object research. The major difference to a modern museum is that Cabinets remained in private hands and were not generally made available to the public.

The [Ashmolean Museum](#) in Oxford inherited a collection largely derived from the Tradescant family. Parts of this are still displayed together, giving a good sense of the diversity of these collections. The collection of Sir Hans Sloane started the collections at the British Museum in London.

Summary of suggested teaching plan

	Theme	Objectives	Curriculum	Resource	Cabinet of Curiosity outcomes
1	What do you collect?	Understand what a collection is, why people collect what they do, what collections can mean to people; history of collecting; looking at museum websites.	History, English, maths, Art & design, ICT, PSHE, citizenship	Duplicate objects, photos, documents and photos of cabinets	Start to think about what form the collection will take
2	Your cabinet of curiosity	Find out about different ways to collect; decide what will your collection will be; plan what and how to carry out the collecting	History, English, Art & design, geography; DT, PSHE; RE citizenship.	Duplicate objects, photos, cabinets, and diary	Make a cabinet; refine collection criteria; start to collect
3	Collecting and sorting out	Collecting; investigating different groupings of objects; designing ways to record information; recording and interpreting information	History, geography, maths, ICT, Art & design	Duplicate objects and photos, diary, labels	Collecting, sorting and recording information, keeping records
4	Telling stories	Bringing together research, selecting, interpreting and using information	History, English, geography, ICT, Art & design	Diary, labels, photos.	Additional research, recording and interpreting data
5	Display	Selecting and displaying objects; ethical issues; effective publicity	History, English, RE, ICT, Art & design, Citizenship, PSHE	Duplicate objects, photos	Display, ethics, publicity
6	Looking after your collection	on-going care of collections; risks to materials; value; evaluation of cabinets	Science, English, DT, PSHE; citizenship	Photo of cabinets; duplicate objects; photos	Ongoing care of collection, evaluation

1. What do you collect?

You might like to start by using Bargrave's collection to explore the concept of collecting, what a collection is, and why we collect things.

You could introduce this idea by taking a very broad view - collecting photos, football/ game cards, DVDs / CDs, pencils, soft toys, hair bands and so on – or you could go on a classroom or playground hunt to make a collection of particular themed objects, such as for red things, or conkers, or broken pencils.

Ideas of collecting in the past could be introduced by using the imitation cabinets to build a sense of curiosity for what is in them - what could be in here? Why would something be in here? Do you think it could be old things or new? You could introduce the objects by playing a describing game.

Objectives: Understand what a collection is, why people collect what they do, what collections can mean to people; history of collecting; looking at museum websites.

Curriculum: History, English, ICT, maths, Art and design, PSHE, citizenship

Suggestions for discussion and activities

Bargrave resource: Imitation cabinet, duplicate objects and photos.

1. Draw the objects and write down as many describing words as possible around the drawing. Use these drawings to discuss the breadth of the collection.
2. Use books and the internet to find out about cabinets of curiosity. Suggest why they might be called that. Could you come up with your own name for your collections – box of beautiful things? Drawer of delights? Can you find out what museums started as cabinets of curiosity, and how their collections have developed?
3. Why do you think John Bargrave collected these things? Does the collection give us any clues about John Bargrave and his life?

1. Play a game of 20 questions where each child has to guess another's collection by asking questions. It doesn't have to be a genuine collection it could be something they would like to collect. **(See Activity sheet 1).**
2. Survey the school or families and friends to list all the things people collect. Do some people collect the same thing? What is the most common thing to collect? Represent this information as a pictograph, pie chart or Venn diagram.
3. Can anyone visit the class with their collection? Ask children to prepare questions to find out about their visitors collection - where do they keep it? Why did they start? What's their favourite thing? Is there anything unusual, particularly old or special? What was the first thing collected? Any interesting stories?

2. Your Cabinet of Curiosity

If you decide to use the resource as the basis for displaying a collection, you will need to think about how to go about it.

You could start collecting your own objects, in groups or as a class. You need to think about what you want in the collection and how to go about collecting.

Instead of making a new collection, you could use the Bargrave resources. You could use the duplicate objects or make sketches, photos or even models of them.

Whichever you decide, you'll need to design and build a home for your collection. If you haven't got much space, you might consider making your collection a wall display based on the cabinets. Or you could design and construct a cabinet using junk modelling material, or adapt something suitable - an old set of drawers/bedside table or a sewing or tool box for example.

If you are collecting your own objects, be clear about how to do that. You may need to explore some ethical issues, as well as practical ones. If you are bringing things from home only collect with permission and make sure that everyone knows about it.

Objective: find out about different ways to collect; decide what will your collection will be; plan what and how to carry out the collecting.

Curriculum: History, English, Art & design, geography; DT, PSHE; citizenship; RE

Suggestions for discussion and activities

Bargrave resource: Imitation cabinet, photos of cabinets; photos, diary

1. What are the key features of the cabinets? What have they been designed to do? Evaluate success of the cabinets. (**Activity sheet 2**).

2. If you are using the Bargrave resource create your own copies of the objects. You could model them, copy and resize photos or make sketches.

3. Think about questions that you would ask Bargrave to find out why and how he collected. Use his diary to help research the answers. Is there anything Bargrave collected that you wouldn't have? You could use the diary, duplicate objects and photos to role play a question and answer session with Bargrave to find out more.

1. Make a checklist of important questions to help you decide what will go in your collection. You might want to consider whether you are working on your own or as a group, what you like and don't like and practical matters such as where the collection will go and how you will find things to go in it.

2. Use your information from previous activities to list the ways that people collect things. You could experiment with some of these collecting methods, such as creating a sand-pit to recreate archaeology or hold a mock auction. You could also think about how we can collect memories, sights and sounds using audio-visual equipment. Don't forget how about how this can be used in the end display.

3. Are there some things we shouldn't collect, such as rare or endangered things or objects that are controversial? What and why?

3. Collecting and sorting out

As soon as objects start to arrive for your collection, you'll need to think about recording information about them so that you know what you've got and don't get things mixed up. This will also help you to think about interesting ways to display your collection.

If you are using the Bargrave resources to make your collection, you might want to think about grouping objects (duplicates or photos) by size, weight or materials for example.

Once you've devised a way to record and store your information, remember that you'll need to update your records every time a new object is added to the collection.

Objectives: collecting; investigating different groupings of objects; designing ways to record information; recording and interpreting information

Curriculum: History, geography, maths, ICT, Art & design

Suggestions for discussion and activities

Bargrave resource: Use duplicates and object photos; diary; labels

1. Can the objects in the collection be grouped together? Make as many types of group as you can and note what you have grouped by. You could start by shape, material or function, and then come up with your own groupings. **(Activity sheet 3).**

2. What documentation does Bargrave have to tell us about his collection? How does he record information? How effective is this?

3. Make your own records for Bargrave's collection. You could sketch or photograph each object and write around it all the information you know, devise an object record card, or design a database to store your information.

1. What are the most useful groups to think about for your museum? Would there be different groups subject to audience, display, storage (conservation issues) or interest. What would the differences be?

2. In teams, make a grouping of objects, but don't tell the other team how you have chosen the group. Can the other team guess? Can the same objects be grouped together by different criteria, like material and age for example?

3. Design an information sheet for each object. Think about the important information that you need to record. Will you record a photo or drawing?

4. Telling stories

As well as collecting objects, museums collect information about objects. This helps to tell the whole story of an object, where it comes from and information about its collector too.

Museums research as much as they can on their objects, record this information and tell these object stories through displays, on labels, text panels and catalogues.

You could use the results of previous sorting activities to think about common themes and stories. You could think about what groups have in common. This will help you as you decide how to display your collection.

If you are using the Bargrave resource, you can bring together as much information as you can from all the sources, and try to add to it with additional internet or book research.

Objectives: bringing together research, selecting, interpreting and using information

Curriculum: History; English; ICT; Art & design; geography

Suggestions for discussion and activities

Bargrave resource: diary, labels, photos

1. Use the objects, photos, labels and diary to sequence a story based on Bargrave's collecting. Represent them as a comic strip or storyboard showing where, when, how and what he collected. **(Activity sheet 4).**
2. Map Bargrave's journey. Draw or copy a map, add thumb nail pictures or sketches of the objects and where he collected them.
3. Have a look at Bargrave's object labels. Evaluate their effectiveness. Make copies of the labels, looking carefully at the writing style, layout and information on them.

1. What makes a good label? You could use your research from visiting other museums, or look at product packaging to decide what is important in terms of design (font, size, upper / lower case.) Design your own labels for your collection.

2. What story does your collection tell? What messages does it give about you? Try mapping each of the different stories and think about which ones you would like to concentrate on in the display.

3. Find out more about your collection, using books, the internet or asking other people. You could use this exercise as a basis for role-play, asking one person to become an expert and being interviewed.

5. Display

Now you have brought together your collection and have found out lots of interesting information, it is time to decide what to display and how to display it in an interesting way.

You could bring together the results of your sorting and grouping activities to think about how to display the collection and make a selection of information to tell other people. You could use **activity sheet 5** to help you.

If you have collected your own objects, you may have to make decisions on what to display.

If you have based your cabinet collection on the Bargrave resources, you may like to explore the ethics of displaying all of his collection and whether there are some objects that are unsuitable for display. You might need to consider who will be looking at your collection and if there is anything that might upset them.

You could also concentrate on ways of promoting the display, thinking about design and audience.

Objectives: Making a selection of your collection; display your classroom collection; ethical considerations; effective publicity.

Curriculum: History; English; RE; ICT; PSHE; Citizenship; Art and design.

Suggestions for discussion and activities

Bargrave resource: photo of cabinets, diary, object labels

1. Have another look at how Bargrave displayed the objects in his collection. Did he display everything he had collected? Would you make any different selections? What would be your reasons?
2. Design a poster that would encourage people to look at these objects. Think about how you would encourage people to come and look.
3. Prepare a text sheet with object information you've put together from your research. You sometimes have these for museum exhibitions.

1. How will you choose what to display? What if you have more than one of something? Will you display everything you have, or only objects that tell certain stories? Work out how you will decide.
2. Design some promotional material to encourage visitors to view your collection. It could be a poster, press release, leaflet, or an article for the newspaper about your cabinet of curiosity. You could take some publicity photos or make some sketches.
3. Write a catalogue to accompany the display. This could be a scrapbook of all the exercises you've done along the way.

6. Looking after your collection

Once you have a collection you need to make sure that you look after it carefully to keep it in the same condition as when you collected it.

This is an opportunity to consider the different nature of materials and their conservation, including potential risks.

It could also be a way to discuss the idea of using real objects versus duplicate objects, such as those in this resource. You may like to introduce the idea of object value – sentimental, intellectual and monetary.

If you have used the Bargrave resources, you could follow the suggested activities to find out about materials and conservation.

It may also be a good time to evaluate the process of designing and displaying your cabinets.

Objectives: on-going care of collections; risks to materials; value; evaluation of cabinets.

Curriculum: Science; PSHE; citizenship; DT.

Suggestions for discussion and activities

Bargrave resource: photos, duplicate objects

1. Do you think the original objects are just the same as when they were first collected? Consider the changes that might have happened. This will help you think about the risks to your own collection.

2. Taking a closer look at what the objects are made from, can you work out how they may have looked when they were first made? Draw the objects as they are now either from the photos or duplicates, and draw them as they might have been when first collected. You can add labels to your work to explain the difference. (**Activity sheet 6**).

2. What is a duplicate? Can you think of reasons why we couldn't lend your class the originals? Do you think museums ever use duplicates? Why would they do that?

1. Design an experiment to test the risks to different materials. This could be putting paper in sunlight, metal into water or repeatedly touching a piece of fabric – think about suitable controls too.

2. Make a list in two columns. List the risks to your collection in the first column, and how you can address those risks in the second. If you have designed a cabinet, how could that help?

3. Is there anything in your collection that is more important or valuable than the rest? Does value always have to mean money? What about objects that are special to you but not to other people? You could find out what the collection means to different people. You could also find out if making a collection at school has made people more interested in collecting at home.

Activity sheet 1 – What do you collect?

5 facts about my collection

1.....
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2.....
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3.....
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4.....
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5.....
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My collection of
.....

Sketch of the most interesting object in my collection.

It's the most interesting because
.....
.....

The largest object is

A sketch of my favourite object.

This is my favourite because
.....
.....

The smallest object is

Activity sheet 2 – Your cabinet of curiosity

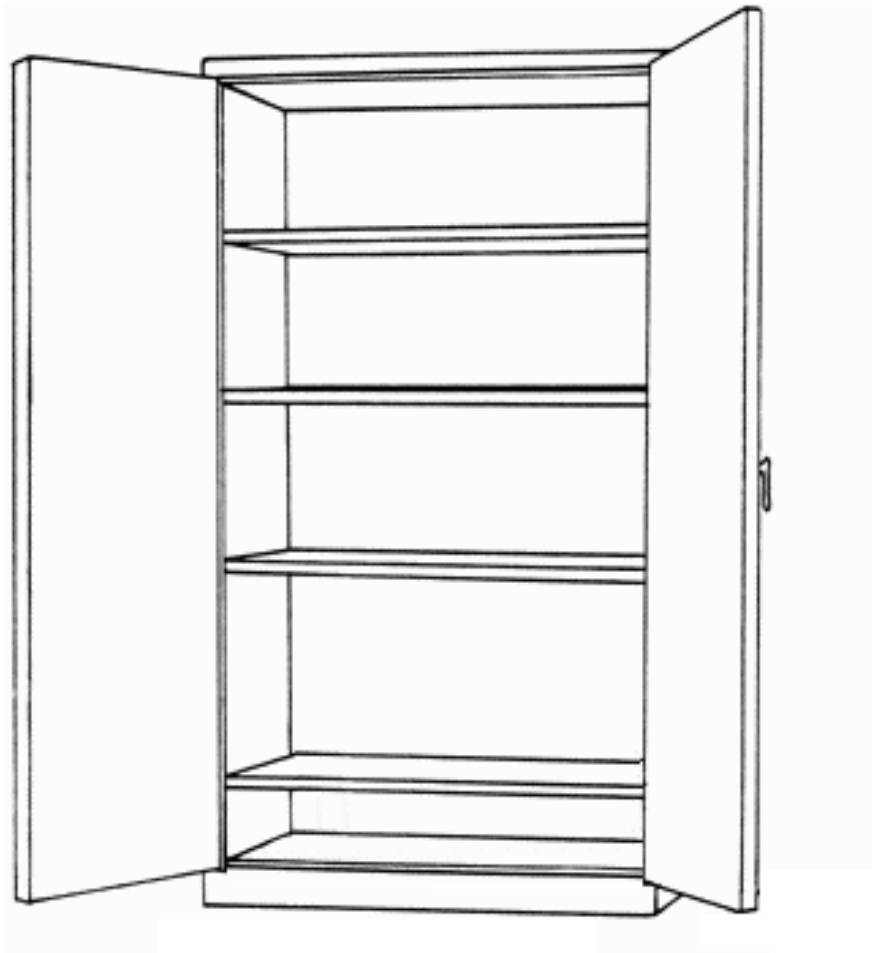
Can you add these labels to this cabinet?

Shelves doors handle back top

Write a description of the cabinet explaining what it looks like, what it could be made of and how it works.

Are all the shelves the same distance apart?

Can you describe how you could display a collection using this cabinet?



Activity sheet 3 – collecting and sorting out

Create sketches or thumbnail photos of Bargrave's objects and sort them into the spaces

These are all made from the same material

These all start with the same letter

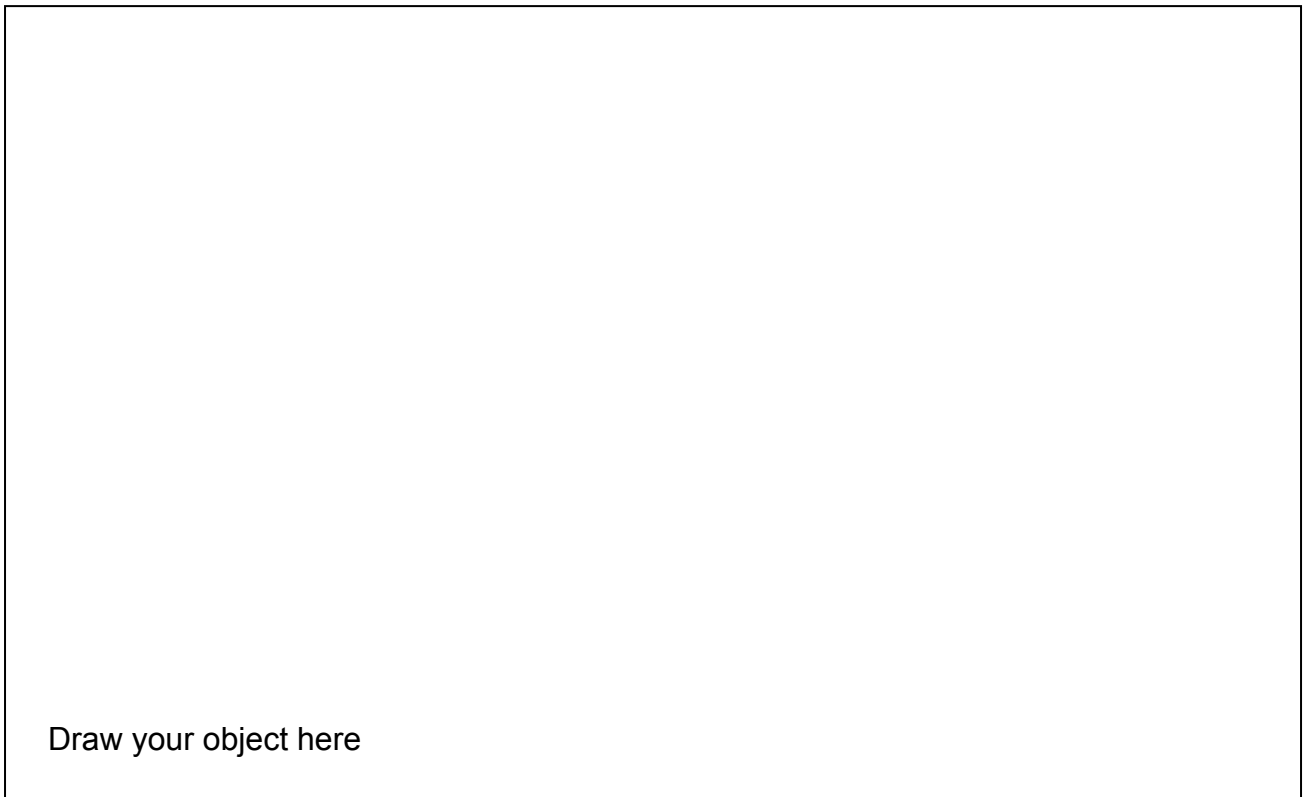
These are in order of size

These objects are grouped by

.....

Activity sheet 4 – Telling stories

Choose one of Bargrave's objects and use it to help you make up a story.



Add in a background to your chosen object.
Now draw in some people or animals.
What has just happened or is about to happen?
Is your picture of the past, the present or the future?

Now you can use your drawing to write a story inspired by your chosen object.

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Activity sheet 5 – display

Create a pictograph to represent your collection and help you decide how to make a selection for display. You can use thumbnail photos or make and copy your own sketches.

Our collection name

Activity sheet 6 – Looking after your collection

Draw one of Bargrave's objects and label all the changes you think have happened to it over time.

