

Timetable for Victorian Natural Scientists at Chelmsford Museum (Key Stage 2)

Please split your class into 2 equal groups before the day. Both groups will do all activities.

The session is 1.45 hours: 10.15 – 12.00 or 12.45 – 2.30pm. The museum opens at 10am. Please arrive in time to be ready to start the session promptly. If you need to change your arrival or leaving time, please let us know before your visit so we can adapt the session to fit with your travel times.

Lunch space. There is plenty of outdoor space to picnic outside or indoor space if wet or cold.

<p>10am Museum opens Arrive – toilets, coats and bags put away</p>	
<p>10.15 (12.45) Whole class welcome and introduction Why did the Victorians make taxidermy? What can we learn from taxidermy today? Look at a picture of a mysterious creature spotted in a local river – we are going to be learning skills to help us identify it.</p>	
<p>Group A: (half class) Identification and Classification Investigate and identify a range of taxidermy specimens of British wildlife. Suggest different ways in which the animals could be grouped, and use a classification key to put them into the groups currently used by scientists.</p>	<p>Group B: (half the class) Diets and Habitats Learn how to identify different types of teeth – incisors, canines and molars, and handle real animal teeth and skulls. Then visit some taxidermy animals in the museum, compare their teeth and features to decide if they are herbivores, carnivores or omnivores. Then make your own food web for the animals that live in Oaklands Park.</p>
<p>Diets and Habitats Learn how to identify different types of teeth – incisors, canines and molars, and handle real animal teeth and skulls. Then visit some taxidermy animals in the museum, compare their teeth and features to decide if they are herbivores, carnivores or omnivores. Then make your own food web for the animals that live in Oaklands Park.</p>	<p>Identification and Classification Investigate and identify a range of taxidermy specimens of British wildlife. Suggest different ways in which the animals could be grouped, and use a classification key to put them into the groups currently used by scientists.</p>
<p>Whole class: Look at the mystery creature which has been caught and stuffed. What can we tell about it by observing its features? Do we want it living in our river?</p>	
<p>12.00 (2.30) Finish</p>	