

the Edinburgh Dungeon

Classroom Material



Introduction

A visit to the Edinburgh Dungeon provides a fun and memorable way to experience the darker aspects of Scotland's past. This material aims to add depth to the visit by encouraging pupils to investigate the evidence for and wider issues behind the stories, through examining primary sources and making comparisons with today's society.

The materials have been organised around three broad Scottish historical themes:

- ✔ Crime, punishment and justice.
- ✔ Life and death in Old Edinburgh.
- ✔ Myth and superstition.

For each theme, we provide:

- ✔ Brief background information.
- ✔ Suggestions for preparatory and follow up activities.
- ✔ Things for pupils to look out for or to think about during their visit.
- ✔ A pupil activity sheet.
- ✔ Suggestions for further activities, including other places in Edinburgh to visit.

Curriculum for Excellence

Scotland's Curriculum for Excellence presents teachers with an unrivalled opportunity to make the most of visits, both in specific curriculum areas and through cross-curricular studies.

Many teachers will visit the Edinburgh Dungeon primarily for a fun and enjoyable experience. However, a visit backed up by the activities suggested can help support the development of the four broad capacities of Curriculum for Excellence, as outlined overleaf, as well as delivering specific subject outcomes.



TEACHER NOTES



Develop successful learners by

- ✔ Inspiring learning through a fun and stimulating experience.
- ✔ Exploring places, investigating artefacts and discussing the past.
- ✔ Encouraging pupils to think critically about the nature of historical evidence and arrive at their own conclusions.
- ✔ Making links between current and previous knowledge.

Develop confident individuals by

- ✔ Providing opportunities for pupils to share and present their learning to others using a range of media.
- ✔ Giving pupils opportunities to communicate their own view on historical events and issues raised during the visit.
- ✔ Encouraging pupils to develop and express values and beliefs.

Develop responsible citizens by

- ✔ Encouraging greater understanding of and respect for the historic and built environment.
- ✔ Encouraging pupils to understand that society is not static and can be changed.
- ✔ Developing a range of informed views on a range of ethical issues.

Develop effective contributors by

- ✔ Encouraging group and team work.
- ✔ Applying critical thinking in new contexts.

Learning outcomes in Social Studies

A visit combined with the activities suggested can contribute to the achievement of learning outcomes in Social studies: people, past events and societies at Levels 2 and 3 (roughly P5-S2). Key outcomes are listed below:

Second level (P5-P7)	Third level (S1-S2)
I can use primary and secondary sources selectively to research events in the past. SOC 2-01a	I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a
I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a	I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation. SOC 3-02a
I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a	

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Interdisciplinary learning

Curriculum for Excellence actively promotes learning beyond subject boundaries. A visit and supporting activities offers learning opportunities across many curricular areas in addition to Social Studies. Key areas are as follows:

Literacy

- ✔ Pupils will read and write, talk and listen as they take part in the activities outlined and express what they have learnt. Activities will promote listening and talking in groups. There are opportunities for reading as they research the society and relevant sites and for producing functional, personal and imaginative writing for a range of audiences.

Expressive Arts

- ✔ The encounters with actors at the Edinburgh Dungeon are likely to inspire pupils and provoke discussion, presenting a dramatic interpretation of Scotland's past. This experience provides a model for pupils' own expressive responses to history, through drama, visual art or music. Suggestions are given in the Further Activities section for possible activities.



TEACHER NOTES



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