



Lesson 10: Creating a time capsule

AGE RANGE Primary

TIME 1 hour

CURRICULUM LINKS

KS1 and KS2: Art and design

EYFS: Communication and language, understanding the world, expressive arts and design

INTRODUCTION

The census has been taking place for over 200 years. Over that time, there have been many changes to our homes, our population and our lifestyles.

The first census of 1801 was commissioned in response to a rapid population growth. In the mid 1700s the population of Britain was about 6.5 million. By 1801 it was over 9 million.

As well as informing government planning, the census is a historical document which can tell us about the lives of people in the past.

LESSON OVERVIEW

In this whole school project, children will create a time capsule for 2121. Each year group or class might create their own, deciding what to put in to reflect their daily lives and interests.

LEARNING INTENTIONS

To compare life now with our ideas about life in the future.

To produce creative work that represents our experiences.

KEY VOCABULARY

Time capsule, future, represent (for example: art or items which represent our lives).

YOU WILL NEED

- Art and design materials.
- A container for the items you decide to put in the time capsule.
- A place to bury (or store) the time capsule.

You can download this lesson plan, accompanying PDF certificate and the PowerPoint presentation slides from the Let's Count! website, www.letscount.org.uk.



Creating a time capsule

ACTIVITIES



CURRICULUM LINKS AND LEARNING OBJECTIVES:

Art and design (KS1 and KS2)	To produce creative work, exploring their ideas and recording their experiences.
Art and design (KS1)	Pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
Art and design (KS2)	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

1. Ask the children if they have heard of a time capsule before. What is it? What is its purpose? Have they ever seen or discovered one?
2. Ask the children to think back to one of the years you looked at when studying the census. What might have been in a time capsule from that year? How would it be different to a time capsule from today?
3. Ask the children to discuss what they might put in a time capsule for today. What represents their lives? What matters most to them? What if they could only choose five items? What would they want a child in the future to discover? What would they write about to a child in the future?
4. Each child can create an illustrated version (using pencil, pen or paint) of their time capsule and write a note to a child in the future.
5. As a class, decide what you will put in your time capsule. You might make this decision through discussion or through a vote. For items that are too expensive to put in, create illustrations or models.
6. Children could also create a wall display of what a time capsule from the future might include – perhaps images of jobs, transport, homes and hobbies. Consider how and why these things might change.
7. Bury, or store, your time capsule.
8. You can fill out a time capsule certificate for your class. (please see the downloadable PDF and the PowerPoint presentation slides.)
9. You could hold a ceremony when the time capsule is buried (or stored). Children could write about this in the school newsletter, and the local media could even come down and witness the ceremony!

USEFUL LINKS

The 2011 census: Key Statistics for England and Wales

www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/2011censuskeystatisticsforenglandandwales/2012-12-11

BBC – Working Life and the First Modern Census (archived page)

www.bbc.co.uk/history/trail/victorian_britain/earning_a_living/working_life_census_01.shtml

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ACTIVITIES ADAPTED FOR YEAR 6

CURRICULUM LINKS AND LEARNING OBJECTIVES:

English

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, choosing the appropriate register.

Ask the children to write a letter to a child in the future.

They could include details of their daily lives, what they enjoy doing, their favourite books, games and films and what they study at school. They might also include words they use with their friends (those that are appropriate!) that might not be familiar to people in the future (such as trendy, current words, whose meaning has changed over the years). They could also include questions for the reader.

Ask the children to think about what matters to them. The children could write about their hopes and wishes for the future, for themselves and their families and for the world.



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ACTIVITIES ADAPTED FOR EARLY YEARS

CURRICULUM LINKS:

Communication & language, understanding the world, expressive arts and design.

With the children, create or build a time machine to travel into the future. Once you are in this future, think about what you might see or experience. What might be different? How might people travel? Will school be the same?

Imagine you want to share what your life is like today with people in the future. What would you want to tell them or show them?

Create pictures and write notes to add to a time capsule for children in the future to discover. Children could also record messages, save them and let the future children know where to find them online.



census
2021



Our Time Capsule

By: _____

Buried: _____

To be opened in 2121!

