THE DOCTOR’S DETECTIVES

THEME: CHILDHOOD

5-7 YEAR OLDS
Theme: Childhood

This approach, known as the Doctor's Detectives, is aimed primarily at 5-7 year olds but could also be suitable for a slightly older age group. Children can work as a whole class or as groups in teacher-led activities. The students create art and written work to present their learning in an attractive and interesting way.

The approach is organised into four main learning questions which will be answered through game play as well as investigation and inquiry through classroom activities. These are followed by a Concluding Activity, to allow the students to demonstrate their acquired learning across the four main questions.

The four main learning questions are:
1. What clothing did children wear in the 1600s?
2. What were the main causes of ill health and what medicine was available in the 1600s?
3. What was school like in the 1600s, and who attended?
4. What did children do for fun and what toys and games were available in the 1600s?

Historical references and key objects are woven throughout the game, and students should be encouraged to complete notebook pages about the characters and historical objects they encounter in the game. Notebook resource sheets are supplied at the end of the Doctor's Detectives pack.

Students may wish to wear Doctor's Detective's badges while completing their tasks. For those who have not already completed the theme of The Plot, a badge template is supplied at the end of that particular unit.

Aims and Objectives

Lower age-group
The students will gain a basic understanding of childhood in the 1600s, including clothing, toys and games, education and health.

Upper age-group
The students will gain an understanding of childhood in the 1600s, including clothing, toys and games, education and health and draw comparisons with their life in modern Britain.

Supporting Resources
Historical Objects, Characters and Environments of particular relevance to the main learning questions are clearly indicated and these can be used to support the activities. These and other supporting resources are available to download from bbc.co.uk/teachers

Downloading the game
Before starting this unit of work, the Gunpowder Plot Adventure Game should be downloaded from bbc.co.uk/doctorwho

Instructions on how to do so are available in the The Adventure Games Help section. It is suitable for both PC and Mac platforms.
1. What clothing did children wear in the 1600s?

GAME PLAY
Throughout this unit, the students should be encouraged to play Act 1 of the game up to the point where Amy, Rory and the Doctor return to the TARDIS.

Most of the information that the students will need for this unit of learning is contained in conversations with the townspeople, and through examining the identified objects. These conversations take place in the interactive scene immediately after the following dialogue:

Doctor     *Come on Pond, let’s go and find the word on the smelly street.*

While playing the game, the students should be encouraged to complete their notebook pages with information about characters and historical objects, particularly those that give them information about Charlie, Annie and clothing from the time.

ACTIVITIES

LONDON 1605

Learning Outcome
The students should be able to identify the location and chronology of the period.

Setting the scene
To establish the location and time period of the Gunpowder Plot, the students should discuss what information they have learned through playing the game and meeting the characters. As a class, they should create a class picture or frieze of a London street scene from 1605, based on what they have learned from playing the game. A timeline should be completed and displayed alongside the picture or frieze.

Organisation
Organise the students into groups, with each group taking responsibility for completing different elements of the frieze, eg Group 1 could work on the cobbled street, Group 2 and 3 could create the buildings, Group 4 could depict the skyline etc.

Resources
- Environments: London Streets
## TYPES OF CLOTHING

### Learning Outcome
Students gain an understanding of the main features of dress and clothing from the period and also the difference between the clothing of the rich and the poor.

### Setting the scene
Having established the time period of the game, the students now look closely at the characters they have met within the game, and in particular the features of their dress. Using images of characters from the game, students study their different styles of dress. Using the Male and Female Figure Resource Sheets, the students design an alternative outfit for one of the main characters. Students should label their drawing to describe the different items of clothing. The finished drawings could be assembled to form a class fashion catalogue or displayed beside, or on, the class frieze.

### Organisation
Children can work on these activities in small groups or as individuals.

### Resources
- Characters: Town Crier, Guy Fawkes, Lady Winters, Alice Flowers, Barnaby, Jacobean Londoners
- Resource Sheet 1: Female Figure
- Resource Sheet 2: Male Figure

## CHARLIE

### Learning Outcome
Students become familiar with the clothing of a poor male child of the period.

### Setting the scene
The main features of clothing for the rich and the poor of the period have been established, and so the students should now study the clothing of Charlie, the poor orphan boy, using images from the game.

To help Amy find Charlie, ask the students to write a description of Charlie in the form of a missing person's poster or report, including what he looked like and what he was wearing, using the Missing Boy Resource Sheet.

### Organisation
Students can work on this activity as individuals or in small groups.

### Resources
- Characters: Charlie
- Historical Objects: Swaddling Cloth, Breeches
- Resource Sheet 3: Missing Boy
ANNIE

Learning Outcome
Students become familiar with the clothing of a poor female child of the period.

Setting the scene
The students have learnt about the typical clothing that would have been worn by a poor boy in 1605, and can now investigate the clothing for a poor female child. Annie, Charlie's sister, is referred to in the game but never actually appears. Ask the students to draw or paint a picture of what Annie might look like and what clothes she would be wearing. Students can refer to images of female characters from the game but further research may be required using other sources.

Organisation
Students can complete this activity as individuals or in small groups.

Resources
• Characters: Alice Flowers, Jacobean Londoners
• Historical Objects: Swaddling Cloth, Breeches
2. What were the main causes of ill health and what medicine was available in the 1600s?

GAME PLAY
Throughout this unit, the students should be encouraged to play Act I of the game up to the point where Amy, Rory and the Doctor return to the TARDIS.

Some of the information the students will need for this unit of learning is contained in conversations with the townspeople, and through examining the identified objects. These conversations take place in the interactive scene immediately after the following dialogue:

Doctor    Come on Pond, let’s go and find the word on the smelly street.

While playing the game, the students should be encouraged to complete their notebook pages with information about characters and historical objects, particularly those that give information about ill health and medicine. They should also play the herb-mixing task with Alice Flowers.

ACTIVITIES

THE PLAGUE AND OTHER ILLNESSES

Learning Outcome
Students gain an understanding of the main causes of ill health in the period.

Setting the Scene
In order for the students to understand the serious nature of illness and the impact it had on life at the time, they investigate plague and pestilence. Discuss with the students what they have discovered about illness through playing the game, including:

• What is wrong with Annie?
• What were the main illnesses of the time?
• How was illness spread?
• What was the impact of illness on daily life?

Recap on conversations with characters including Alice Flowers, the Town Crier and Barnaby when they discuss plague and pestilence.

Students then use the Health Campaign Poster Resource Sheet to create simple public information posters to prevent the spread of plague or pestilence, based on what people believed at the time.

Organisation
This activity can be carried out in small groups or as individuals.

Resources
• Historical Objects: Black Rat, Chamber Pot, Well
• Resource Sheet 4: Health Campaign Poster
HERBAL REMEDIES

Learning Outcome
Students will gain some understanding of the range of medical care available and its limited effectiveness.

Setting the Scene
Having discovered how serious and how easily spread illnesses like plague and pestilence were, the students investigate what medical care was available at the time. Recap on conversations with Alice Flowers when she discusses the use of herbalism and blood-letting to treat illness.

With the students, look again at the Historical Objects of Leeches and Deadly Nightshade. Discuss how they were used and how the students would feel about being treated with such medicine if they were ill.

Students should also play the herb-mixing task.

Students now create their own herbal remedies for everyday illnesses from the past or from the present day. Students present their remedy using the Herbal Remedies Resource Sheet showing ingredients, instructions and the illnesses they would treat.

Organisation
The students can work in small groups or as individuals to complete this task.

Resources
• Characters: Alice Flowers
• Historical Objects: Leeches, Deadly Nightshade
• Resource Sheet 5: Herbal Remedies
3. What was school like in the 1600s and who attended?

GAME PLAY
Throughout this unit, the students should be encouraged to play Act I of the game up to the point where Amy, Rory and the Doctor return to the TARDIS.

Most of the information the students will need for this unit of learning is contained in conversations with the townspeople, and through examining the identified objects. These conversations take place in the interactive scene immediately after the following dialogue:

**Doctor**  *Come on Pond, let's go and find the word on the smelly street.*

While playing the game, children should be encouraged to complete their notebook pages with information about characters and historical objects, paying particular attention to conversations and objects which give information about schooling of the period.

ACTIVITIES

### SCHOOLS

**Learning Outcome**
Students learn basic information about the types of school that existed in the early 1600s, including Petty schools and Grammar schools.

**Setting the Scene**
In order to allow students to gain a basic understanding of the schooling system of the time, review the conversation between Barnaby and Amy about school. Discuss with students what they have learned from this. As a class, further investigate Petty schools and Grammar schools, eg
- Who would have attended?
- From what age did children attend the different schools?
- Who taught in these schools?

Students create large paper figures of the teachers or schoolmasters from Petty schools and Grammar schools in appropriate dress, eg with birch rod etc. The students should label the figures appropriately.

**Organisation**
Split the class into two groups to create the figures and labels.

**Resources**
- Historical Objects: Birch Rod, Horn Books
**HORN BOOKS**

**Learning Outcome**
Students will become familiar with which subjects were taught in schools in the 1600s.

**Setting the Scene**
It has now been established that some children, mainly boys, did attend school. Now discuss with the students the types of things that were taught in schools at the time, including reading, writing, Latin, arithmetic and religion. As a class, examine the Historical Object of the Horn Book from the game. Discuss what kind of information would be shown on a typical horn book, eg this might include alphabet, tables, prayer etc. Students then design their own horn book using the resource sheet provided. The finished horn books could then be used to demonstrate the style of rote learning employed in the 1600s.

**Organisation**
Students should work individually to complete this task.

**Resources**
- Historical Objects: Horn Book
- Resource Sheet 6: Horn Book

**SCHOOL RULES**

**Learning Outcome**
Students will become aware of the behaviour expected from pupils in school and the types of punishment used in schools in the 1600s.

**Setting the Scene**
Now that the students are aware of the subjects taught in the 1600s, discuss with them the importance given to good behaviour and manners in schools at the time. Discuss with the students the type of behaviours that would have been punished. As a class, examine the Historical Object of the Birch Rod. Discuss with the students the use of such corporal punishment in schools in the 1600s and in more modern times. Students then create their own set of school rules for a classroom in the 1600s using the School Rules Resource Sheet. The different sets of rules can be discussed, and then compared with what is expected of children in schools today. The class could then try following one of these sets of rules for a short period of time.

**Organisation**
The students can work as a whole class, in small groups or as individuals to complete this task.

**Resources**
- Historical Objects: Birch Rod
- Resource Sheet 7: School Rules Sheet
4. What did children do for fun and what toys and games were available?

GAME PLAY
Throughout this unit, the students should be encouraged to play Act I of the game up to the point where Amy, Rory and the Doctor return to the TARDIS.

Most of the information the students will need for this unit of learning is contained in conversations with the townspeople, and through examining the identified objects. These conversations take place in the interactive scene immediately after the following dialogue:

Doctor  Come on Pond, let’s go and find the word on the smelly street.

While playing the game, the students should be encouraged to complete their notebook pages with information about characters and historical objects, particularly those that provide information about toys and games from the period.

ACTIVITIES

POSTERS
Learning Outcome
Students will learn about some of the toys and games that children would have played with in the 1600s.

Setting the Scene
The students will now have some knowledge of the day-to-day life of children from the period. Discuss with the students that children would have played with toys and games. Using the Historical Objects of the Whip and Top, Nine Men’s Morris Board, and the Football, compare and contrast the toys and games with their favourite toys of today. Discuss with the students how important these toys would have been to children in 1605. Students then create posters to advertise the toys of the period, using the Toys and Games Poster Resource Sheet. These posters can then be displayed as a catalogue or beside the class frieze.

Organisation
The students can work in small groups or as individuals to complete this task.

Resources
- Historical Objects: Whip and Top, Nine Men’s Morris Board, Football
- Resource Sheet 8: Toys and Games Poster

INSTRUCTIONS

Learning Outcome
Students will learn how the different toys and games from the period were played, including the rules and routines.

Setting the Scene
The students choose a toy or a game from the period. They investigate it further and write a set of simple instructions to help a child who has never played with the game or toy before. Students complete the Instructions Resource Sheet using pictures and words to describe how to play.

Organisation
The students can work in small groups or as individuals to complete this task.

Resources
- Historical Objects: Whip and Top, Nine Men’s Morris Board, Football
- Resource Sheet 9: Instructions
Concluding Activity

To demonstrate the learning acquired through the approach of the Doctor’s Detectives, the students can complete a final activity in response to a message from the Doctor, in which he asks them to send him an account of what they have learned about the theme of Childhood in 1605.

ACTIVITY

Read the letter from the Doctor to the students. Through a class discussion, the students should decide how they are going to organise and present what they have learned about the theme of Childhood and send it to the Doctor. Once the students have completed the task, read the Thank You letter from the Doctor.

If the students have not already made Doctor’s Detectives badges in a previous unit, they can use the badge template provided within the theme of The Plot.

Resources
- Resource Sheet 10: Message from the Doctor
- Resource Sheet 11: Thank you message from the Doctor
FEMALE FIGURE

Character Name

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MALE FIGURE

Character Name

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MISSING

Description:

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Resource Sheet 3: Missing Boy
Slogan:


Toy:


Price:


Available from:
HOW TO PLAY

Name of Toy/Game:

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Hello there my Doctor’s Detectives!

I’ve been keeping a close watch on what you lot have been up to and you’ve learned an amazing amount about what it was like to be a child in 1605. It’s very different from your life isn’t it?

Now, I’ve been thinking. I do a lot of thinking you know? Thinking’s good. I bet you all think a lot too. You see, you’ve got all this information about what it was like in 1605 and that would be great for my History Room in the TARDIS. I like to collect stuff about different times and places.

Do you think you could send me some of your stuff? I don’t know, maybe a report on what you’ve learned or something like that. It could be a letter, or a clearly marked picture, but I’ll let you decide on that.

The more information and facts that you can include the better. What did children wear? Did they go to school? What kinds of schools were there? Oh, and lots of stuff about health. That’s really important. But please don’t forget to tell me what they did for fun. I really like that stuff.

I do hope you’ll find the time to send me something. I’ll really enjoy reading and looking at it.

All the best,

The Doctor
Hello again,

Thank you so much for all that stuff you sent me. It was absolutely fantastic! You’re amazing and I am so very proud of you. You really do make very good detectives, you know?

Everything is safely stored in the History Room and I’m really looking forward to spending some time in there during my next trip. Sometimes it’s the only place I can get some peace from Amy and Rory. Mind you, with all this exciting stuff to look at they’ll probably be in there too.

I hope you like wearing your Doctor’s Detective’s badges. I think they look cool.

Thank you again for all your hard work.

Best wishes,

The Doctor