

A young man with brown hair, wearing a light blue school shirt and a blue and yellow striped tie, is looking down at a large, brown, ancient clay jar. The jar has two handles and some decorative patterns. The background is slightly blurred, showing other people in a museum setting.

# Britain After 1945

Pre-visit **resource**



Museum  
Gallery  
Archive



# Britain After 1945

## Key Stage 3/4

### About this pre-visit resource

This pre-visit resource gives you detailed information about the session you are attending with your class, as well as some extra tips about our venue, so that you can be well prepared for your visit to The Box..

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### About this workshop

This workshop takes place in the **Simmons Learning Room** at The Box.

### Curriculum links:

#### **History:** Britain Since 1945:

- Britain's place in the world since 1945
- the creation of the welfare state
- social, cultural and technological change in post-war British society.

#### **English:** Oracy



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### Detailed Workshop Outline

1. The session starts with the Schools Learning Facilitator introducing the students to three hypothesis: 'Plymouth is a city shaped by conflict', 'Plymouth is a kind city' and 'Plymouth is a welcoming city'. The Schools Learning Facilitator then challenges the students to develop their own enquiry to find, decipher and use primary source evidence to either support or refute these hypothesis. Students split into three groups to investigate their hypothesis.
2. The students start their enquiry by considering what they know about the topic already. They also reflect on what they would need to know to explore the statement in more detail.
3. The students then explore a set of sources and interpretations to explore their hypothesis in more detail. They are supported to enquire into each source of evidence, assessing the reliability of the evidence, and the extent to which it supports or refutes the hypothesis.
4. The students then feedback on their work to the group, presenting whether the sources and interpretations provide evidence for or against the hypothesis.
5. The session concludes with the Schools Learning Facilitator signposting how students can continue to use the collections of objects, archives, film and photographs at The Box to support their investigation into other hypotheses and their studies.

### Key themes

Key themes of the workshop include:

- Key themes of the workshop include
- Conflict
- Care
- Enquiry

### Key vocabulary

Key and new vocabulary covered in the workshop includes:

- Key vocabulary of the workshop include
- Hypothesis
- Support
- Refute
- Evidence
- Sources
- Interpretations

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### Preparing for your session

Invite students to take photographs that highlight an aspect of life in Plymouth/South West/Britain that can illustrate change in the city since 1945. For example:

- The impact of the Second World War on Plymouth
- How the War Effort involved people from all around the world, many of whom made their home the UK
- After the War, many people came to Britain to help to rebuild it (immigration and Windrush)
- Rebuilding Plymouth
- What does the city look like today?
- Welfare State (How do we look after the most vulnerable in our society and what does this say about all of us?)
- Flagship architectural projects in the city (Dingles)
- Technology (using Media Lab as a catalyst)
- What are the key issues for the city today? (diversity, homelessness, ageing population, Welfare State, opportunities for young people)
- What does the city look like today?
- What are the biggest issues for young people?
- What do young people value?

When students have had an opportunity to take photographs, ask them to present the photographs and their thoughts on what the photographs might represent. At this stage the ideas don't have to be too defined. These can then be used as part of the initial discussion of the three hypothesis.

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### Visit the galleries

The galleries at The Box hold objects and archives about the topic you have explored in this session, as well as other fascinating subjects. To find out more about this topic, visit these galleries at The Box:

**Active Archives**

**The Cottonian Research Room**

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### Risk assessment

To help you to write your risk assessment for your visit, we have created a Teachers Hazard Assessment which holds common risks and solutions that you might want to include. Visit this page <https://www.theboxplymouth.com/schools/school-visits> for the Hazard Identification Sheet.

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latest offers, news and  
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