



Historic Environment Scotland Trinity House  
Leith and Illuminate

# Schools Offer



To book or enquire email [karen@illuminateuk.co.uk](mailto:karen@illuminateuk.co.uk) or [nicola@illuminateuk.co.uk](mailto:nicola@illuminateuk.co.uk)  
All workshops are available throughout the year by arrangement.

Early Level	Curriculum for Excellence Experiences & Outcomes
<p><b>Trinity Tiny Tales</b></p> <p>Storytelling, songs &amp; puppets on the storytelling sea themed carpet</p> <p><b>Where?</b> In school</p>	<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. <b>SOC 0-07a</b></p> <p>I listen or watch for useful or interesting information, and I use this to make choices or learn new things. <b>LIT 0-04a</b></p> <p>I use drama to explore real and imaginary situations, helping me to understand my world. <b>EXA 0-14a</b></p>
First Level Offers	Curriculum for Excellence Experiences & Outcomes
<p><b>Trinity House Tours &amp; Object Handling</b></p> <p>Adapted to level and themes/topics studied in class. Can be used as e.g</p> <ul style="list-style-type: none"><li>Literacy visit with your own written work task follow up (imaginative/report/persuasive/presentation)</li><li>A visit to inspire your own art work (stained glass, soap carving, sketching) or drama work in school.</li></ul> <p><b>Where?</b> On site or we can visit classroom with objects</p>	<p>I can use evidence to recreate the story of a place or individual of local historical interest. <b>SOC 1-03a</b></p> <p>As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. <b>LIT 1-05a</b></p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. <b>EXA 1-05a</b></p>

## Second Level Offers

## Curriculum for Excellence Experiences & Outcomes

### Trinity House Tours & Object Handling

See First Level – we adapt content to suit level and you may also use it to

- Explore and present information on Leith
- Explore shipping/transport/journeys

**Where?** On site or we can visit classroom with objects

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**

Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. **SOC 2-09a**

Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. **SOC 2-10a**

### Maritime Drama

Using costumes and props pupils discover the stories of maritime Leith then use drama conventions of freeze frames, machines and improvisation to present scenes to class.

Can be combined with a tour of House on a separate date then this as follow up in school or it can stand alone.

**Where?** In class

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. **EXA 2-14a**

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**

### Maritime Leith's Black History

Objects and stories from Trinity House are brought to school for pupils to discover the stories that link our collections and maritime Leith with Black History.

**Where?** In school

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**

### Careers in Heritage and Tourism/World of Work

Presentation, tasks and Q&A about different roles in heritage and tourism.

**Where?** In school

I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a**

### Curator Workshop

Co-delivered with curators from the Historic Environment Scotland Collections team, find out about the job and skills required as a museum curator with practical hands on tasks.

**Where?** In school

I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a**

Third/Fourth Level & Senior Phase	Curriculum for Excellence - Potential Experiences & Outcomes/Qualification support
<p><b>Trinity House Tours &amp; Object Handling</b></p> <p>Adapted to level and subject/dept organising visit (History, Geography, Art, English, Citizenship etc)</p> <p>Can be used as e.g.</p> <ul style="list-style-type: none"> <li>• Literacy visit with your own written work task follow up (imaginative/report/persuasive/presentation)</li> <li>• A visit to inspire your own art work (stained glass, soap carving, sketching)</li> <li>• Explore and present information on Leith</li> <li>• Explore shipping/transport/journeys</li> </ul> <p><b>Where?</b> On site or we can visit classroom with objects</p>	<p>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. <b>LIT 3-05a / LIT 4-05a</b></p> <p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 3-20a / LIT 4-20a</b></p> <p>I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. <b>SOC 4-02a</b></p> <p>Having studied an economic activity, I can explain its development and assess the impact of change within its locality and beyond. <b>SOC 4-10c</b></p> <p>Through observing and recording, I can create material that shows accuracy of representation. <b>EXA 3-04a</b></p>
<p><b>Tour Guide/Visitor Services Skills training</b></p> <p>Practical and active workshop exploring how we welcome visitors and present information incorporating body language, voice, language and state of mind.</p> <p><b>Where?</b> On site or in classroom (or combination of both)</p>	<p>Can support Nat 4 &amp; 5 and HNC Travel &amp; Tourism outcomes</p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. <b>HWB 3-20a / HWB 4-20a</b></p> <p>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning and can independently select and organise appropriate resources as required. <b>LIT 4-10a</b></p>
<p><b>Maritime Leith's Black History</b></p> <p>Objects and stories from Trinity House are brought to school for pupils to discover the stories that link our collections and maritime Leith with Black History.</p> <p><b>Where?</b> On site or in school</p>	<p>By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it. <b>SOC 4-04a</b></p> <p>I can explain why a group of people from beyond Scotland settled here in the past and discuss the impact they have had on the life and culture of Scotland. <b>SOC 3-03a</b></p>

<p><b>Careers in Heritage and Tourism/World of Work</b></p> <p>Presentation, tasks and Q&amp;A about different roles in heritage and tourism.</p> <p><b>Where?</b> In school</p>	<p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. <b>HWB 3-20a / HWB 4-20a</b></p>
<p><b>Curator Workshop</b></p> <p>Co-delivered with curators from the Historic Environment Scotland Collections team, find out about the job and skills required as a museum curator with practical hands-on tasks.</p> <p><b>Where?</b> In school</p>	<p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. <b>HWB 3-20a / HWB 4-20a</b></p>
<p><b>Creative Writing Workshop</b></p> <p>Co-delivered with the Imagine History/Young Walter Scott Prize this offers senior level pupils the chance to use the Collection for inspiration writing historic fiction with guidance from professional writers.</p> <p><b>Where?</b> On site</p>	<p>Supports Advanced Higher English outcomes</p>

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