THE ROYAL MINT®
MUSEUM

COINS IN THE CLASSROOM

GEOGRAPHY

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Teachers' Notes

Introduction

The purpose of this is for pupils to investigate different countries across the world using coins as a starting point.

In the first instance pupils will look at a range of coin images and try to identify which countries the coins have come from by looking closely at the designs. Using a map they will then identify where those countries are in the world and make links between the country and its coins.

Pupils will then have the opportunity to investigate one of the countries they have identified and produce a project. They will be encouraged to think about similarities and differences between the country they are studying and the United Kingdom. Pupils will then demonstrate their ability to select relevant pieces of information and make a presentation to the class.

This resource is designed as one complete activity although it is expected that you will need to spread this over two one-hour lessons and a homework task in order for pupils to have time to finish their project work.

Aimed at pupils agred 7-11, it can be adapted for older classes using the curriculum links outlined.

Lesson Objectives

Pupils will:

- Understand that different countries use different coins and be able to suggest reasons why this is
- Learn how to look at coins closely to find clues to identify their country of origin
- Be able to find and label different countries on a map of the world
- Use research skills to investigate a given country and produce a project based on the information they find
- Know that the Royal Mint makes coins for many different countries

Resources and Preparation

In order to deliver this lesson you will need:

- The accompanying Royal Mint Museum Geography whiteboard resource
- Large maps of the world
- Foreign coins
- Books or internet access for pupils to research the country on which they are basing their project
- Photocopies of the coin sets sheets
- Photocopies of the project questions
- Pens, pencils, scissors and glue
- Wall display space (optional)

Differentiation
Once you have read through the lesson plan you might like to consider the following:

Coin Images
Lower Ability
Encourage pupils to look at the designs on the coins closely to see if there is anything there that reminds them of a particular country. Limit your analysis to two or three coins and circle and label symbols on the board. Use the map of the world on the interactive board and find the countries as a class.

Higher Ability
Once pupils understand what they are being asked to do move quickly on to the more challenging coins. Encourage pupils to look at the coins closely and pick out elements of the design, such as inscriptions and denominations that may help them to identify the country of origin. Ask them to explain the links they make.

World Map
Lower Ability

Use the coin image sheets that have the countries already identified and allow pupils to focus on finding the countries on the map. Alternatively use the un-named sheets and pair up higher and lower ability pupils.

Project Work
Lower Ability
Ask pupils to create an info-poster for their given country. Pupils can print off or photocopy a map of the country and write their answers to the project questions around this map. Instead of creating a PowerPoint slide pupils highlight their five key facts on the sheet they have completed.

Higher Ability
Ask pupils to complete this as an extended writing task. Pupils will need to research additional information to go alongside the answers to the questions as prompts for further investigation. You could also request a more substantial evaluation. Ask pupils to evaluate their research skills and comment on the project learning outcomes.

Curriculum Links

•Geography
•Art & Design

Lesson Plan

Section	Timing/Resources
Starter	10 minutes
Provide pupils with a large map of the world. Tell pupils that the Royal Mint has a long history of making coins for other countries and that the Mint now makes coins for over 60 countries. Ask pupils to show any foreign coins they have brought in to the rest of their table or group - you might like to lend out one or two. Choose one or two pupils to stand and show their coin to the rest of the class. They should say where the coin is from and how they came to have it. Could they tell which country it was from if they didn't already know? Ask pupils whether, from what they know, all countries have the same coins. Ask pupils why they think countires have different coins and collect responses on the board. Ask pupils which countries use the Euro. Do they all have the same coins? Tell pupils that although the countries in the Euro use the same currnecy they actually do not have the same coins. The design on the reverse of a Euro is a map of Europe and stays the same in each country, but each country can choose its own obverse design. Tell pupils that countries use their coins to represent themselves. This means that quite often we can tell where a coin is from by looking at the design on it.	Large maps of the world Whiteboard Resource Foreign Coins
Introduction	**20 minutes**
Use the interactive whiteboard resource to show pupils images of coins from other countries. Go through a number of images asking pupils to guess where each coin has come from. Each time ask pupils to justify their guesses with evidence from the coin. The images range from those that are easier to identify at the start to ones that are more challenging.	Whiteboard Resource Large maps of the world Coin image sheets Scissors and glue

When a guess is correct pupils then have to find the country on their map. You could set this up as a competition between tables or groups - the group that finds the country first scores a point.
Ask a pupil from the winning group to come up to the board and show the rest of the class where the country is.
When you have done a number of these to allow pupils to become familiar both with looking closely at the coin images and with finding countries on a world map, give pupils a set of coin images each.
Pupils first work out which countries their coins are from and find where the country is on the map. They then cut out and stick the coin images on to the correct countries.

Development — **25 minutes**

Tell pupils that they are now going to create a project based on one of the countries they have found on their map.
Allocate or allow pupils to choose a country each.
Alternatively you could put pupils into pairs or select a country for the whole class to study.
Tell pupils that they are going to have to use their research skils and look at books and the internet to find the information they will need.
Give people the sheet of project questions. Explain to them that in their project they must answer the questions that are on the sheet, as well as including any other information about the country that they think is interesting. They must present their work as a project and illustrate it with images or drawings.
Remind pupils about research techniques. They should make sure that they check their facts, particularly when getting information from the internet.
Depending on the ability of your pupils you can structure this project as little or as much as you like. Determine the length of time pupils spend on their project depending on what time you can make avaliable.
At the end of their project ask pupils to put together a PowerPoint slide that contains five key pieces of information they would like to share with the rest of the class about the country they have studied. There should be three pieces of information from the project questions and two pieces of information from their other research.

Allocated homework and project time

Whiteboard resource
Books and internet access
Project question sheets
Pens/pencils/paper
PowerPoint

Plenary **20 minutes**

Ask pupils to present their PowerPoint slides and encourage the rest of the class to ask questions about the country and the coins. Ask pupils why they chose to share those five facts in particular.
Once all pupils have presented their slides ask pupils to write on post-it notes one new thing they have learnt and stick these up on the whiteboard.

Whiteboard
projector
Post-it notes

Additional

If you have display board space, print off pupils' slides and use them to label a large map of the world. If you are short on space you could ask pupils to vote on which slides they found most interesting, or turn the post-it notes from the plenary into labels.

Display board

Fact File

UK Coins

United Kingdom coins do not bear the name of the country but always include the monarch's effigy. The current coins in circulation, those of Elizabeth II, include the Latin inscription ELIZABETH II DEI GRATIA REGINA FIDEI DEFENSOR. This translates as 'Elizabeth II, by the grace of God, Defender of the Faith'. The Latin is usually abbreviated to save space.

The Euro

Euro coins first came into use in 2002 and there are eight different circulating denominations, ranging from one cent to two euros. They have a common reverse, portraying a map of Europe, but each country in the Eurozone has its own design on the obverse (front).

The obverse design varies from state to state, with each member allowed to choose its own design. In monarchies, the national side usually features a portrait of the country's monarch whilst republics (countries without a king or queen) tend to feature national monuments, symbols, or other stylised designs.

The obverse must include twelve stars, the engravers initials, and the year of issue. New issues must also include the name of the issuing country - though this rule is broken by Germany and Greece.

Coins from the USA

Coins from the United States of America all bear the words UNITED STATES OF AMERICA, IN GOD WE TRUST and E PLURIBUS UNUM (From Many, One). They also have the value of the coin written in words on the obverse side.

South Africa

Coins from South Africa include the words SOUTH AFRICA in the eleven official languages of the country. The language used rotates year by year.

Fact File

Australia
The currency in Australia is the Australian dollar. The British monarch is still the country's head of state and so the portrait of the Queen features on the front of all Australian coins. The reverse designs on the coins show some of the country's distinctive animals, except on the 50 cent coin that features the Australian coat of arms.

Bahamas
The Bahamas used British coins up until 1966. The currency used is now the dollar. Coins from the Bahamas have images of local flora and fauna on their reverses. A portrait of the Queen is on the front.

Belize
Before it changed its name in 1973 Belize was known as British Honduras, a former British colony. Belize is bordered by Mexico and the Caribbean Sea, and is the only country in the region where English is the official language. Apart from changing the name, coins from Belize have kept pretty much the same design for over 100 years.

Canada
The design on some Canadian coins date back to 1937 when it was decided to choose subjects appropriate to Canada. There is the maple leaf, the beaver, a fishing schooner (type of boat), a caribou and the arms of Canada.

Cook Islands
In 1965 the Cook Islands became self-governing. Before this they had been a territory of New Zealand, and before that a British protectorate. In 1972 a new national coinage was made featuring Queen Elizabeth II on the front and images of local flora and fauna on the reverse.

Egypt
Egypt has been a republic since 1953, before which it had a long and varied history. New coins were introduced shortly after it became a republic and designs include a sphinx, an eagle, pyramids and a tughra. Coins are little used in Egypt with people preferring to use bank notes in these small amounts instead.

Fact File

Eire (Ireland)
When Ireland adopted decimal currency in 1971 (the same time as the UK) many of the old Irish coin designs were kept. These included am Irish harp along with a variety of animals. Later on when Ireland adopted the Euro in 2002 the harp design was kept as a symbol of Irish history.

Ethiopia
The designs on Ethiopian coins date from the revolution of 1974. The leader was deposed and Ethiopia became a socialist republic. The coins feature a lion's head on the front and people or animals on the back.

Falkland Islands
British currency has been used in the Falklands since 1833. In 1974 a new coinage was produced especially for the islands, featuring the royal portrait and local animals.

Fiji
In the past British and Australian coins have been used in Fiji. When it was granted independence from Britain in 1970 Fiji chose to adopt the decimal system of the dollar.

Gambia
In 1970 Gambia became a republic and in 1971 it issued new coins with the portrait of its president on the obverse. The new coins had denominations written in Arabic and in English. These were 1, 5, 10, 25 and 50 bututs and 1 dalasi (wor5th 100 bututs). The designs from earlier coins were reused for the reverse, with a ship, guinea fowl, a palm tree, a bull and a crocodile.

Guernsey
Since Britain introduced decimal coins in 1971 Guernsey has fallen in line with British denominations. The materials used to make Guernsey coins are the same as those used in British coins so they look very similar, although the reverse designs are different. For example, there is a crab on the Guernsey one penny and the Guernsey cow on the 10 pence.

Fact File

Guyana
The coast of Guyana was first sighted by Christopher Columbus in 1498. Guyana was granted independence from Britain in 1966 and since then has used a decimal system of dollars and cents. All coins have the arms of Guyana on the obverse and the reverse designs feature the local wildlife.

Hong Kong
Since 1993 coins in Hong Kong have featured a bauhunia flower. The Hong Kong dollar is divided into the denominations of 10, 20 and 50 cents. Coins worth 1, 2, 5 and 10 dollars are also produced.

Iceland
The currency in Iceland is the Krona, which means crown. There are five denominations, and each has a different sea creature on the reverse. These include the Atlantic cod, the short-beaked common dolphin, the capelin, the shore crab and the lumpfish.

India
In India the currency is the rupee, which is divided into 100 paise. Since 1992 India has been replacing some of its banknotes with coins, including the 2, 5 and 10 rupee notes.

Jamaica
Jamaica uses its own dollar, which has the arms of Jamaica on the front and local flora and fauna on the back.

Jersey
Jersey, like Guernsey, uses the pound as its currency but produces its own coins. Jersey coins feature Jersey landmarks, including the dolmen at Faldoouet.

Fact File

Jordan
Jordanian currency works on a decimalised version of the Arabic system. 1000 fils = 100 qirsh (or piastre) = 10 dirhem - 1 dinar.

New Zealand
By 2006 New Zealand had demonetised (stopped using) 1, 2 and 5 cent coins. The government decided that it was costing too much to make coins that had very little value. They also decided to make the 10, 20 and 50 cent coins smaller because change was difficult to carry in large quantities - the 50 cent coin was 3.2 cm in diameter.

Papua New Guinea
The currency in Papua New Guinea is the kina. 1 kina is a round coin with a hole in the centre. The smaller denominations known as toea are struck with the values 5, 10 and 50. 50 toea coins are only produced as commemoratives.

Seychelles
The currency in the Seychelles is the rupee. Since 1982 the Seychelles have used round coins with the national arms on the obverse (front) and local wildlife on the reverse (back).

Sri Lanka
Each of Sri Lanka's coins bears the Amorial Ensign on the front instead of the portrait of a monarch. There are 6 coins in use: 25 and 50 cents, and 1, 2, 5 and 10 rupees.

St Helena
Since 1984 St Helena has used British coins. The reverse designs have been used to show their local wildlife, including Jonathon the Giant Tortoise.

Fact File

Thailand

In 2008 Thailand decided to change the material used in their coins to make production cheaper. The currency of Thailand is the baht and the smaller denominations are called satang. The coins bear the image of the Thai king. King Bhumibol Adulyadej. At the time of his death he was the longest reigning monarch in the world.

Uganda

Uganda uses the shilling as its currency. Currently in use are the 50, 100, 200 and 500 shilling coins, which were introduced in 1998. Ugandan currency is very stable. US dollars, pound sterling and the euro are also used within the country.

Worksheet

Name .....

Date.....

Coins from around the world

Each of the coins below is from a different country. Your task is to find these countries on your world map. You must then cut out the coins and stick them on to the map in the right place.

Australia

Cook Islands

Ireland

Ethiopia

Falkland Islands

India

Jamaica

South Africa

Fiji

Papua New Guinea

Worksheet

Name .....

Date.....

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Canada

Egypt

Bahamas

Guyana

Jordan

Iceland

Jersey

New Zealand

Belize

Ireland

Worksheet

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Date .....

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USA

Sri Lanka

Guernsey

Seychelles

Hong Kong

St Helena and the Islands of Ascension

Gambia

Uganda

Papua New Guinea

Thailand

Worksheet

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Coins from around the world

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Worksheet

Name .....

Date.....

In addition to your own research, in your project you should answer the following questions. Tick them off as you go…

Part 1:

Question	Done
What is the country called?	
Where is the country? (You should describe where it is and draw or stick in a picture)	
What currency does the country use? (Pounds, Dollars and Euros are examples of currencies)	
What do their coins look like? (Describe, copy, or cut out and stick the image you have seen- or choose a different one)	
Are the coins different or similar to UK coins? How?	
What symbols, writing or pictures are on the coins that tell you where they are from? Why do you think they have been used?	
What do you think the coin designs are trying to tell us about the country?	

Part 2:

What is the exchange rate between the UK and the country you are studying? (How much money would you get in return for £1?)	
What could you buy in the country you are studying with £1?	
Is this the same or different from what you could get in the UK? Could you buy more or less?	
How much do people get paid in the country you are studying? (Find some examples)	
Is it a rich country or a poor country? How can you tell?	
How many people live in the country? (This is called the population)	
What are its main industries? (What does it do most of e.g. make cars, sell sugar, make clothes)	

You should also include any other interesting information you find about the geography or history of the country you are researching.

Worksheet

Name .....

Date .....

Evaluation:

I think that my project: went well/ didn't go well/ could be improved

Things that went well were:

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To improve next time I would:

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