

All Aboard Program Guide

Enhance your visit to Queensland Museum Tropics with our facilitated school program *All Aboard! 18th Century Maritime Exploration* where students learn about the voyage of *HMS Pandora* and the role of maritime archaeology in revealing the past.

The program runs for 90 minutes for a single class, comprising a 60-minute facilitated activity and 30 minutes of self-guided exploration in the *HMS Pandora* gallery. For two class rotations, the program runs for 120 minutes, allowing time for a reset break between groups.

Please allow additional time during your visit for arrival procedures such as bag storage, bathroom breaks, and dividing larger groups. You may also wish to schedule extra time to explore other exhibitions following your participation in the program.

Booking Your Visit

Submit a booking request via our [online booking form](#), indicating the programs you wish to participate in and your preferred visit dates. As part of the booking process, you will be asked to confirm your school's details so we can arrange invoicing following your visit.

When submitting your request, please advise us of any specific needs or considerations that may support students or supervisors in your group (such as strategically placed rest spots, large-print guides or worksheets, tactile learning resources, or other accessibility requirements). Our team may contact you to seek further information, discuss suitable adjustments, or advise if certain aspects of the program cannot be modified within the space.

We recommend contacting our team as early as possible, as popular dates book quickly and we may not be able to accommodate all preferred dates. Please note that your booking is not confirmed until you receive written confirmation from our team.

What to Expect During Your Visit

When you arrive

Please line your group up to the side of the main entrance and talk to our team at the desk to confirm your final numbers and arrange for any bags to be stowed prior to entrance to the museum.

Depending on other activities being undertaken, you may be provided with wristbands for each member of your group to wear to signify what spaces they have access to during your visit.

If your group is running late, please ring to let our team know on **(07) 4726 0600**. Where possible, lost time may be able to be recovered during meal breaks to keep your itinerary on track or some activities may have to be skipped.

Your group will be briefed on a few important rules including: no running, no food or drink being able to be consumed in the galleries, to stay together as a group, and who to seek out in the case of an emergency or assistance being required.

All Aboard Facilitated Program

Join our museum facilitators as they take students on a journey of 18th Century Maritime Exploration. Students walk "aboard" the main decks of the *Pandora* printed on our carpet, measure themselves against the height of below deck and discuss strict hierarchies and routines on sailing vessels as they are led through the story of the voyage of [HMS Pandora](#), a British naval ship that became the first recorded shipwreck off the coast of Queensland when it sank on the Great Barrier Reef in 1791.

Students will complete a seafarer’s ticket by rotating through the roles of different crew members, carrying out hands-on activities designed to introduce them to the daily life and chores on board an 18th Century sailing ship. Students will explore concepts of navigation, interpretation of flag codes, measuring speed aboard maritime vessels, the importance of nutrition, and reflecting on how these key concepts and tasks may play out in their daily life.

Students will rotate through activities in up to five small groups. You are welcome to assign these teams before your session. It is recommended that each is supervised by an adult.

HMS Pandora Gallery Exploration

A Maritime Archaeology Scavenger Hunt Sheet is available to support students in understanding the role of maritime archaeology in revealing the past. Students explore the HMS Pandora Gallery to identify objects, further develop their vocabulary around historical roles and material culture, and draw comparisons with objects on display and items they use in their daily life.

This component is student-guided with supervision by their teachers. Approximately 30 minutes is recommended to undertake this activity.

After Your Visit

An invoice will be issued following your visit, based on the exhibitions visited and activities undertaken.

We welcome your feedback and would value hearing about your experience. Please let us know what you and your students enjoyed, any areas for improvement, and whether there are programs you would be interested in that we do not currently offer.

All Aboard Australian Curriculum Links v 9.0

Year 4 HASS	
Knowledge and understanding	
<i>History</i>	the causes of the establishment of the first British colony in Australia in 1788 (AC9HS4K02): <ul style="list-style-type: none"> examining the journeys of one or more explorers who sailed parts of the route to Australia, using navigation maps to reconstruct their journeys, in order to investigate how exploration and knowledge of routes allowed for the later feasible settlement of Australia examining journeys of the Australian coastline of one or more explorers using navigation maps to reconstruct their journeys, in order to investigate the possibility of countries settling Australia to expand their empires
Skills	
<i>Questioning and researching</i>	develop questions to guide investigations about people, events, places and issues (AC9HS4S01)
<i>Questioning and researching</i>	locate, collect and record information and data from a range of sources, including annotated timelines and maps (AC9HS4S02)
<i>Interpreting, analysing and evaluating</i>	interpret information and data displayed in different formats (AC9HS4S03)
<i>Interpreting, analysing and evaluating</i>	analyse information and data, and identify perspectives (AC9HS4S04)
<i>Concluding and decision-making</i>	draw conclusions based on analysis of information (AC9HS4S05)
<i>Concluding and decision-making</i>	propose actions or responses to an issue or challenge that consider possible effects of actions (AC9HS4S06)
<i>Communicating</i>	present descriptions and explanations, using ideas from sources and relevant subject-specific terms

[\(AC9HS4S07\)](#)