

Challenge pack

A Day at the Museum

Learning Challenge

How can we run our own Pop-Up Museum?

A focus on European History—Stone Age to Iron Age
Britain and the Ancient Greeks



Hooks or memorable experiences

Visit to Birmingham museum—
understanding of history and the purpose of a museum

Freshwater Theatre company—The
Ancient Greeks



Public Product—what will the outcome look like to demonstrate learning?

In collaboration with Year 4, pupils will
work to create a pop up museum that
demonstrates in depth learning about 2
periods of time in European History—
including a study of early man in Britain.
Their writing, investigation, art work and
learning will help visitors understand life
at these times.

Class texts—whole class reading, extracts, thematic books

Main texts for planning:



Additional books from book web:

Ug, Secrets of Stone Henge, Timeline—A Virtual History, Ancient Warriors, Historium

Cognitive skills / Meta-learning—specific teaching examples to use in learning



Consequence and Sequences—How did the evolution
of armour and weapons in one civilisation lead to the
next and other developments over time?



Facts—What facts do you know about the different
civilisations and time periods?
How are they different/ similar?

Killer Questions—those asked to measure understanding of pupils

When and where did the Stone Age, Bronze Age and Iron Age exist?

What was life like in Early Britain during these times, and how did things change
over these periods?

When and where did the Ancient Greek civilisation occur?

Are there any similarities and differences between these different time periods?

How do we know as historians what took place at these different times?

Year group	3	Term	Spring	Challenge Pack	A Day at the Museum—How can we run our own pop up museum?	
SUBJECT FOCUS (delete as required)	<i>Children will learn about / will know WHAT? (Declarative knowledge)</i>		<i>Children will know HOW TO...? (Procedural knowledge)</i>		<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
History	<ul style="list-style-type: none"> British and European history focus Changes in Britain from the Stone Age to the Iron Age Ancient Greece – a study of Greek life and achievements and their influence on the western world 		<ul style="list-style-type: none"> H2.1a Use BC and AD to show different time periods studied H2.1b Attach the terms AD and BC correctly when placing different periods on a timeline H2.2a Question why some significant features of historical societies still exist today H2.2b Use different sources of information to build up specific pictures of the past H2.2e Understand the difference between an artefact and replica and why both exist H2.2f Chose relevant material and questions to build up a picture of an aspect of life 		<ul style="list-style-type: none"> Changes in living memory – the changes of flying machines over time Events beyond living memory that are significant nationally or globally – the first flight in air and in space Events beyond living memory that are significant nationally or globally – the Great Fire of London RE—understanding the birth of Jesus—relationship to BC on timelines 	BC / AD Society, Empire Settlement, Neolithic Stone, Bronze, Iron Age Greece Democracy, Olympics, Alphabet Alexander the Great, Pythagoras, Hippocrates Hill forts, Weapons and tools Sources, Artefacts, Replicas
RE	<ul style="list-style-type: none"> 					
Art	<ul style="list-style-type: none"> Clay (3D materials) – Designs and production of Greek pots—how were these made? Designs of Greek pots - how can we make careful observations? 		<ul style="list-style-type: none"> A3.4c Increase proficiency in a range of tools and techniques for sculpting A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work 		<ul style="list-style-type: none"> Cultural art patterns for painting or printing—artists work and famous pieces Modelling materials—Year 2—using tools to make flying products 	Clay, Terracotta Base Moulding, Manipulating, Coiling Geometric Slip / glaze
Design Technology	<ul style="list-style-type: none"> Artefacts / Replicas—knowing the difference between these and the purpose of both – linked to Art and History 		<ul style="list-style-type: none"> D2.1d Produce a labelled plan, explaining my process of production D2.3a Select the most appropriate tools for a task 		<ul style="list-style-type: none"> Autumn term—D2.1c Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose D2.3b Measure, mark out, cut, score, join and assemble materials 	Diagram, Label Plan, Process, Production Modelling tool, paint brush, potters wheel, rolling pin
Music	Music in the Stone age? Did it exist? Whistles, recorders Percussions, xylophone, Staves, crotchets Quavers Clapping timings Treble cleft		<ul style="list-style-type: none"> M2.2a I can play melodies using tuned percussion from simple treble notation. M2.2d I can play and perform using a range of instruments from stave notation where appropriate. M2.5a I understand that the musical stave has 5 lines and 4 spaces and that each place represents a different pitch. M2.5b I can identify crotchets, quavers & their value. M2.5c I can clap back simple rhythms from standard notation for crotchets and quavers. M2.5e I can accurately name and use notes in the treble clef. 		<ul style="list-style-type: none"> Listening and signing cultural music Chanting, repetition, sounds and can- ons, Drumbeats—rhythm 	Percussion Notation Quaver, Crotchet, Rest Stave, Pitch, Notes Rhythm
ICT and Computing (including apps and digital pencil case)	Online safety		<ul style="list-style-type: none"> C2.4a Use technology responsibly C2.4b Use search technologies effectively C2.4c Identify a range of ways to report concerns about online content 		Online safety in KS1	Google, iPad, Computer Search engine Key words Youtube Social media CEOP button
PSHE	Keeping yourself safe (ICT link) Responsibility for behaviour		<ul style="list-style-type: none"> PSHE2.1b I understand that there is a consequence to my online actions PSHE2.1c I understand what bullying looks like in real life and online 		Relationships – friendship Differences and similarities in people	Consequence Digital footprint Bullying, Harassment, Trolling