

## Challenge pack

### A Day at the Museum

#### Learning Challenge

How can we run our own Pop-Up Museum?

A focus on World History through the studies of Ancient Egypt and the Early Mayan Civilization



#### Hooks or memorable experiences

Egyptian school visit - [http://www.getthespecialists.co.uk/egyptians\\_schools.html](http://www.getthespecialists.co.uk/egyptians_schools.html)



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

In collaboration with Year 3, pupils will work to create a pop up museum that demonstrates in depth learning about 2 periods of time in World History.

Their writing, investigation, art work and learning will help visitors understand life at these times.

#### Class texts—whole class reading, extracts, thematic books

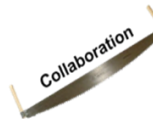
Main texts for planning:



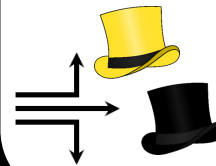
Additional books from book web:

*Secrets of a Sun King, Marcy and the Riddle of the Sphinx, Magnificent Egypt, Mayan Civilization*

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



Collaboration—How can we work with Year 3 to create a joint museum to show the learning from both year groups?



Plus, Minus, Interesting —Evaluate the effectiveness of your museum. What went well? What could you improve on next time?

#### Killer Questions—those asked to measure understanding of pupils

When and where did the Ancient Egyptian period exist?

Were the key discoveries about what this time period was like and how do we know?

When and where did the Mayan civilisation occur? What are the Mayans known for?

Are there any similarities and differences between these 2 different time periods?

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

Year group	4	Term	Spring	Challenge Pack	A Day at the Museum—How can we run our own Pop up Museum?	
<b>SUBJECT FOCUS</b> (delete as required)		<i>Children will learn about / will know WHAT?</i> <i>(Declarative knowledge)</i>		<i>Children will know HOW TO...?</i> <i>(Procedural knowledge)</i>	<i>Prior learning (Schemata)</i>	<i>Vocabulary</i>
History		2 periods of Wider world history focus <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – Ancient Egypt</li> <li>A non-European society that provides contrasts with British history –Mayan civilization</li> </ul> Key dates, people and events associated with these periods. What specific artefacts tell us about the time period. Key changes between these periods, modern day.		<ul style="list-style-type: none"> <li>H2.1a Use BC and AD to show different time periods studied</li> <li>H2.1b Attach the terms AD and BC correctly when placing different periods on a timeline</li> <li>H2.2d Question if a source is useful or not</li> <li>H2.2e Understand the difference between an artefact and replica and why both exist</li> <li>H2.2g Find out how features of a civilization have been adapted since that time</li> <li>H2.3a Give reasons for different ways that the past is represented</li> </ul>	Ancient Greece – a study of Greek life and achievements and their influence on the western world	BC / AD Source, Artefact, Replica Civilization, Society Tutankhamun, Howard Carter, Mummification, River Nile, Gods, Sphinx, Pyramids (both times) Hieroglyphics (both times) Calendar, Astrology
RE		<ul style="list-style-type: none"> <li></li> </ul>				
Art		<ul style="list-style-type: none"> <li>Painting— styles and artists influenced by historical time periods</li> <li>Style of paintings—side portraiture and figures, size of figures to represent status</li> <li>Use of colours related to symbolism</li> </ul>		<ul style="list-style-type: none"> <li>A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work</li> <li>A3.3a Know which secondary colours mix to make tertiary colours and use this successfully.</li> <li>A3.3b Use their knowledge of different types of paint to choose the most suitable.</li> </ul>	Drawing and sketching – proportionate bodies  Clay (3D materials) – Greek pots  Designs - observations of artefacts	Hieroglyphics Papyrus paper Side portraiture Primary colours Secondary colours Tertiary colours Water colour, Acrylic, Poster paint
Design Technology		<ul style="list-style-type: none"> <li>Replicas of artefacts—key historical artefacts that can be imitated through design techniques</li> </ul>		<ul style="list-style-type: none"> <li>D2.1d Produce a labelled plan, explaining my process of production</li> <li>D2.3a Select the most appropriate tools for a given task</li> <li>D2.4a Evaluate my product against its original design purpose and if it is appealing</li> </ul>	Year 3—design and production of replica artefacts	Sculpture Clay, Wood, Plaster of Paris, Moulds Chisel, Hammer, Nails, Glue Process, design, purpose, production
Music		Mayan Music Simple rhythmic sequences Compose using crotchets and quavers Short turned patterns Sequence – answering phrase, drums		<ul style="list-style-type: none"> <li>M2.2c I can play in a drumming group with polyphonic sound.</li> <li>M2.3a I can invent simple rhythmic and melodic sequences and write them down with support.</li> <li>M2.3c I can compose using simple rhythms e.g. crotchet, quavers.</li> <li>M2.3b I can improvise short patterns using voice or tuned percussion.</li> <li>M2.3d I can compose music to a given stimulus</li> <li>M2.3e I can confidently improvise melodic and rhythmic patterns.</li> <li>M2.4b I can listen to a short sequence and make an answering phrase.</li> </ul>	Styles and range of music, electronic music versus traditional music Dimensions of music Listening to more complex patterns in music	Polyphonic Drumming, rhythm, beat, pulse Notation, crotchet, quavers, stave, rest Composition, improvisation Melody Sequence Repeat, Answer
ICT and Computing (including apps and digital pencil case)		<ul style="list-style-type: none"> <li>Online Safety</li> <li>Design and create</li> </ul>		<ul style="list-style-type: none"> <li>C2.2c Design and create content</li> <li>C2.4a Use technology responsibly</li> <li>C2.4b Use search technologies effectively</li> <li>C2.4c Identify a range of ways to report concerns about online content</li> </ul>	Data collection, Present data Evaluate information	Word, Publisher Image, Text, Word process Copy, paste, save Search engine, key words CEOP button
PSHE		Keeping yourself safe (ICT link) Responsibility for behaviour		<ul style="list-style-type: none"> <li>PSHE2.1b I understand that there is a consequence to my online actions</li> <li>PSHE2.1c I understand what bullying looks like in real life and online</li> </ul>	Mental health and wellbeing	Consequence Digital footprint Bullying, Harassment, Trolling