

Year Group:4 Term: Spring

Challenge pack

A Day at the Museum

Learning Challenge

How can we run our own Pop-Up Museum?



Class texts—whole class reading, extracts, thematic books

Main texts for planning:



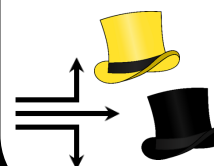
Additional books from book web:

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



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?

Hooks or memorable experiences

Egyptian school visit - Children will travel back in time through a drama workshop to experience some of the wonders of Ancient Egypt.



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.

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?

Year group	4	Term	Spring	Challenge Pack	A Day at the Museum—How can we run our own Pop up Museum?	
SUBJECT FOCUS (delete as required)	Children will learn about / will know WHAT? (Declarative knowledge)		Children will know HOW TO...? (Procedural knowledge)		Prior learning (Schemata)	Vocabulary
History	2 periods of Wider world history focus <ul style="list-style-type: none"> The achievements of the earliest civilizations – Ancient Egypt A non-European society that provides contrasts with British history –Mayan civilization 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"> 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 H2.2d Question if a source is useful or not H2.2e Understand the difference between an artefact and replica and why both exist H2.2g Find out how features of a civilization have been adapted since that time H2.3a Give reasons for different ways that the past is represented 		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"> Why do Christians call the day Jesus died, Good Friday? What is the impact of Pentecost (Christians) 				Core beliefs Sources of authority Links between beliefs, teachings and way of life Connections between own beliefs and that of others	Christians, Good Friday, Pentecost, Love, joy, Obedience, Salvation, Holy Week, Heaven, Lord’s Prayer, Van Dyke
Art	<ul style="list-style-type: none"> Painting— styles and artists influenced by historical time periods Style of paintings—side portraiture and figures, size of figures to represent status Use of colours related to symbolism 		<ul style="list-style-type: none"> A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists work A3.3a Know which secondary colours mix to make tertiary colours and use this successfully. A3.3b Use their knowledge of different types of paint to choose the most suitable. 		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"> Replicas of artefacts—key historical artefacts that can be imitated through design techniques 		<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 given task D2.4a Evaluate my product against its original design purpose and if it is appealing 		Year 3—design and production of replica artefacts	Sculpture Clay, Wood, Plaster of Paris, Moulds Chisel, Hammer, Nails, Glue Process, design, purpose, production
ICT and Computing (including apps and digital pencil case)	<ul style="list-style-type: none"> Online Safety Design and create 		<ul style="list-style-type: none"> C2.2c Design and create content C2.4a Use technology responsibly C2.4b Use search technologies effectively C2.4c Identify a range of ways to report concerns about online content 		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 Respectful relationships Internet safety and harms		<ul style="list-style-type: none"> PSHE B2.7 I understand that there is a consequence to my online actions PSHE B2. 8 I understand what bullying looks like in real life and online PSHE A2.8 I can describe what being respectful to others means and looks like. PSHE A2.9 I can recognise that different people have different beliefs, choices or preferences. PSHE A2.10 I can explain types of bullying and how to help if 		Mental health and wellbeing	Consequence Digital footprint Bullying, Harassment, Trolling