

**West Earlham Junior School Termly Planning  
Year 4 – Spring Term**

**STAGE 1 – PLANNING THE INQUIRY**

1	Select an area of study, list expected outcomes. Consult the agreed NC curriculum maps and desired outcomes.	<ul style="list-style-type: none"> <li>• See Curriculum Map</li> </ul>
2	Consider the aspects of the study that will possibly interest you and the children.	<ul style="list-style-type: none"> <li>• Creating the ‘Anglo-Saxon experience’ museum for visitors</li> <li>• Artefacts, shop, games zone, storytelling, drama, art/design/craft, cookery...</li> <li>• Advertising/promotion</li> </ul>
3	<u><i>Devise the Inquiry question(s)</i></u>	<p>➤ <b>How can we best present historical evidence for others to learn from and enjoy?</b></p> <ul style="list-style-type: none"> <li>➤ What information would be most interesting for others?</li> <li>➤ How can we make the museum as interactive as possible?</li> <li>➤ How can we be sure that the information is accurate?</li> <li>➤ What should we include as part of our ‘experience’?</li> <li>➤ Who needs to be involved in the planning/construction?</li> <li>➤ How can we adapt the presentation so that it is appropriate for all ages?</li> <li>➤ Which sources are reliable and which ones aren’t?</li> <li>➤ How authentic do the displays need to be?</li> <li>➤ Who should/shouldn’t we invite to experience our museum?</li> </ul>
4	What lines of investigation can be planned for to support inquiry questions?	<ol style="list-style-type: none"> <li>1. Investigate different ways to display information</li> <li>2. Investigate successful museums and how they are set out</li> <li>3. Investigate good/bad advertising campaigns</li> </ol>

**STAGE 2 – PLANNING THE EXPERT FRAME**

5	Create the expert frame:	
a	Invent the context (scenario):	We must create an interactive museum to share our learning about the Anglo-Saxons and the Vikings with the local community.
b	Select the expert team	Museum designers and curators
c	Decide on a client(s)	Governors / Mrs Parry-Jones
d	Devise a commission	Governors want us to maximise on the potential of having a longhouse on our school field by developing a museum experience for members of the community to come to.

**STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS**

6	Create a list of possible activities centred on the commission bearing in mind the inquiry question(s)	<ol style="list-style-type: none"> <li>1. Organisational skills – planning the inquiry, leading to an exciting outcome</li> <li>2. Scientific investigations – electricity – preparing lighting for displaying artefacts within the museum</li> <li>3. Preparing exhibits for the museum – including drama/re-enactment</li> <li>4. Research – information collection and preparation of captions for artefacts</li> <li>5. Advertising – invitations, letters, posters, social media / other media</li> <li>6. Visit museums – understand role of curator</li> <li>7. Artwork – creating replicas of artefacts e.g. pottery / tools</li> <li>8. Cooking – preparing and presenting Anglo-Saxon food for our exhibition</li> <li>9. Trip – visit museums to understand the role of a curator / museum designer</li> </ol>
7	How do these integrate with any aspects of statutory curricula?	See separate document
8	List possible points of view the context will demand and which of the 4 projections of role:	
<b>STAGE 4 – PLANNING THE START</b>		
9	Invent the first sequence of steps-in to introduce the children to the inquiry	<p>Who? What? When? Where? Why?</p> <p>Client – the governors/headteacher wanting the school to host an exciting ‘experience’ that engages the community and makes the most of the Anglo-Saxon longhouse in our school grounds.</p> <p>Children - as a team planning and running a ‘live’ museum for members of the wider community</p> <p>Children given their brief from the governors/headteacher explaining their task.</p>

Topic:

Session and Approximate Length:

Learning Intentions (main intentions in brief):

Resources/Preparation:

Session Outline: