



**School and
Group Visits at
Bucks County
Museum and
Roald Dahl
Children's
Gallery**

**Year 4
Workshop
Curriculum
Links**

Detailed listings
of the curriculum
links for all of our
wondercrump
Roald Dahl and
Hands on History
Workshops

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**BUCKS
COUNTY MUSEUM**

Roald Dahl Children's Gallery: Year 4

Workshop Outline

(All timings are approximate)

20 minutes – introduction to the Gallery

The Learning Team will deliver vibrant storytelling with props and outline of Roald Dahl's life and how he wrote his stories. (If you book a Roald Dahl Craft Workshop, this section may be adapted to accommodate the contents of that workshop.)

35 minutes – Discovery Gallery

This section focuses on five Roald Dahl stories:

- James and the Giant Peach: the children can go inside our Giant Peach and discover the world of insects using specimens from our natural history collection
- Matilda: in the library the children can find out more about Roald Dahl and his life, as well as exploring Victorian school days
- The BFG: using the sound bench, the children can perform their own experiments relating to vibrations and how sound can be manipulated
- Charlie and the Chocolate Factory: Mr Wonka's Inventions bench enables the children to interact with weird and wonderful objects from the Museum's collections
- Fantastic Mr Fox: the children can crawl through Mr Fox's tunnel and discover archaeology, geology and natural history specimens from the Museum's collections.

Challenges are explained by the Learning Assistant who remains on hand to answer any questions. This section finishes with the class acting out the scene from Charlie and the Chocolate Factory where poor Augustus Gloop gets stuck in the chocolate bubble tube.

35 Minutes – Imagination Gallery

- Hear all about the disgusting Twits in their filthy upside down room.
- Baffle your brains and boggle your eyes with the mirror bench and optical illusions.
- Discover how shadows are made using the shadow room, shadow bench and object zoos
- Your group will then be shrunk by Mr Wonka's Chocolate Television Machine just like Mike Teevee. (and if you are really lucky, you or another grown up may be fed to the Enormous Crocodile!)
- This section ends with the children going for a ride in The Great Glass Elevator

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ English: Reading – Comprehension

- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

★ Science: working scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations

★ Science: Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

★ History

- Significant people in their own locality – Roald Dahl's life as a case study of life in inter war years and during WWII
- Also a link to the Victorians: school days objects in the Discover Gallery and Optical Illusions in the Imagination Gallery

BFG Dream Bottles: Year 4

Workshop Outline

(All timings are approximate)

10 minutes – introduction to the workshop and activity

The BFG needs your class's help! Now that everyone knows about him sharing dreams, he can't keep up with demand. He needs your class to make fantastic new dreams inspired by their favourite museum object.

30 minutes – exploring the Museum to gather ideas for writing the dreams

The children are given an ideas sheet for them to write or draw notes about their favourite objects as they explore the Museum. They are given complete freedom as to what they choose. The challenge for the children is to write their dreams like Roald Dahl wrote his stories – to be inspired by the things around them in the Museum's displays.

20 minutes – writing the dream

The children are given a specially prepared label on which to write or draw their dream on. It is up to them what they do: the only guidelines are that their dream must be a lovely, happy golden dream that includes an object they have seen in the Museum. For this year group, we would also encourage them to weave together multiple Museum objects in their dream.

20 minutes – decorating the dream bottles

Using a variety of craft materials, the children then decorate the bottle to represent their dream. They are encouraged to think symbolically. For example, if their dream is about the Aylesbury Ducks, they could use feathers of any colour, or if their dream is about the gold coins on display to find any materials that are gold or yellow.

10 minutes – sharing their dreams with the rest of the group, collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely bottles get damaged or lost this way! The ideas sheets are also given to the teacher as the ideas can be used as inspiration for further creative writing back in the classroom.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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- Participate in discussions, presentations, performances, role play, improvisations and debates

★ English: Reading – Comprehension

- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

★ English: Writing - transcription

Building on work done in class by reminding the children of spelling and legible, joined up handwriting when writing their dream:

★ Art and Design

- To create sketch books (ideas sheets) to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ Design and Technology

- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

★ History

Interacting with the Museum's collections will help the children

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Discover connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.

Bucket's Blankets: Year 4

Workshop Outline

(All timings are approximate)

10 minutes – introduction to the workshop and activity

Help Charlie's bed ridden grandparents see the wonders of Bucks by making a quilt inspired by the Museum and its collections.

20 minutes - exploring the Museum to gather ideas for their design

The children are given in ideas sheet for them to write or draw notes about their favourite objects as they explore the Museum. They are given complete freedom as to what they choose.

15 minutes – planning their design

To give the children an idea of the scale their design needs to be, they are given a practice sheet. They can then evaluate what works well and what could be improved for the final design. They are given free reign as to which object they choose, as long as the design is bright, inspiring and uses the Museum's collections as inspiration.

35 minutes – making their square

Normally we use self-adhesive craft materials and fabric pens. If you are up for the challenge, we can do sewing and send you back with materials to finish the project back at school.

10 minutes – collecting in work and tidying away resources

The squares are tied together with ribbon through pre-punched holes in the corners. If there is time the Learning Assistant will tie them for you. If not, you will be given ribbons so the blanket can be completed at school. The ideas sheets are also given to the teacher as the ideas can be used for further follow up art work back in the classroom.

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- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ English: Reading – Comprehension

- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

★ Art and Design

- To create sketch books (ideas and draft sheets) to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ Design and Technology

- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

★ History

Interacting with the Museum's collections will help the children

- Develop a chronologically secure knowledge and understanding of British, local and world history,

- Discover connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.

Danny the Champion Caravans: Year 4

Workshop Outline

(All timings are approximate)

20 minutes – Introduction to the workshop and activity

In-depth talk about Roald Dahl's writing career and how he was inspired by people he met, places he went, and things that he learnt and how these ideas made it into his stories, culminating with Danny's Caravan

20 minutes - exploring the Museum to gather ideas for their designs on their mini-caravan

The children are given an ideas sheet for them to write or draw notes about their favourite objects as they explore the Museum. They are given complete freedom as to what they choose, but are reminded that gypsy caravans take inspiration from nature and to keep an eye out of any patterns and details they like as they explore. If the weather is good enough, time can be spent in the Museum's garden looking at the flowers and trees for ideas.

15 minutes – planning their design

To give the children an idea of the scale their design needs to be, they are given a practice sheet. They can then evaluate what works well and what could be improved for the final design.

35 minutes – making their mini-caravan

The children will be using pencils to sketch their pattern on the small wooden chest, then use special marker pens to add colour, self-adhesive foam shapes to mimic carvings and self-adhesive buttons to add wheels if they wish.

10 minutes – collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely caravans get damaged or lost this way! The ideas sheets are also given to the teacher as the ideas can be used for further follow up art work back in the classroom.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ English: Reading – Comprehension

- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

★ Art and Design

- To create sketch books (ideas and drafts sheets) to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

History

- Significant people in their own locality – Roald Dahl's life as a case study of life in inter war years and during WWII
- Interacting with the Museum's collections will help the children
 - Develop a chronologically secure knowledge and understanding of British, local and world history,
 - Discover connections, contrasts and trends over time and develop the appropriate use of historical terms.
 - Understand how our knowledge of the past is constructed from a range of sources.

★ Design and Technology

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

James's Giant Insects: Year 4

Workshop Outline

(All timings are approximate)

10 minutes – introduction to the workshop and activity

The Learning Team sets the brief that the children are going to make their own collection of giant insects, inspired by the story

20 minutes - exploring the County Museum to gather ideas for their designs

Some preserved insect specimens are brought out especially for the children to gather ideas from. The children are told about how we preserve the insects and how we have to be very careful with them so they don't get damaged. They are given an ideas sheet for them to draw and write notes on. They are encouraged to draw what interests them – be it the entire insect or just a single detail. They are encouraged to look at colours, patterns and camouflage.

20 minutes – bug hunt

The children are given time in the Museum Garden to find living specimens using bug collecting pots with magnifying lids. The children are reminded that the insects are living creatures and to be kind to them and release them back into the wild once they are done looking at them. We also encourage the children to look at the colours and patterns of the plant life in the garden to get some ideas.

30 minutes – making the insects

The children will be using a variety of self-adhesive craft materials to create their designs on sturdy boards. They are encouraged to make their own mix and match creations inspired by what they have seen during the workshop. Templates can also be provided for those who are less confident at drawing outlines. The children are also encouraged to get creative with words and name their new insect species. The focus is on creating something that inspires and excites them – that there is no right or wrong answer.

10 minutes – collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely insects get damaged or lost this way! The ideas sheets are also given to the teacher as the ideas can be used for further follow up art work back in the classroom.

Curriculum Links

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- Listen and respond appropriately to adults and their peers
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★ English: Reading – Comprehension

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- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

★ Art and Design

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

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- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
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- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Matilda's Brilliant Books: Year 4

Workshop Outline

(All timings are approximate)

20 minutes – introduction to the workshop and activity

In-depth talk about Roald Dahl's writing career and how he was inspired by people he met, places he went, and things that he learnt and how these ideas made it into his stories

30 minutes - exploring the Museum to gather ideas for their Ideas Books

Each child is given a small exercise book, identical to the one Roald Dahl used as his Ideas Books, so they can make drawings and notes of things that inspire them as they explore the Museum. They are given complete freedom as to what they choose to make note of. They are also reassured that they do not need to fill the entire book during the workshop, as Roald Dahl only ever filled two books in his lifetime! They are encouraged that the focus is on the quality, not quantity of ideas.

30 minutes – collage activity

To accompany their notes and drawings the children now go through magazines and cut out images that inspire them, linking back to how Roald Dahl did the same to help him visualise and develop characters and other ideas.

10 minutes – collecting in work and tidying away resources

The Ideas Books are given to the teacher so they can be used as school in follow up work – the children can use their Ideas Books the next time they do some creative writing.

Curriculum Links

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★ English: Reading – Comprehension

- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

★ English: Writing - transcription

Building on work done in class by reminding the children of spelling and legible, joined up handwriting when writing their ideas down

Art and Design

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ History

- Significant people in their own locality – Roald Dahl's life as a case study of life in inter war years and during WWII
- Interacting with the Museum's collections will help the children
 - Develop a chronologically secure knowledge and understanding of British, local and world history,
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Mr Twit's Disgusteous Beard: Year 4

Workshop Outline

(All timings are approximate)

20 minutes - introduction to the workshop and activity

The Learning Team will re-tell the part of the story where Mrs Twit puts her glass eye into Mr Twit's beer mug! The class will then learn about the disgusteous nature of Mr Twit's Beard...!

20 minutes - brain storming

In small groups with an adult, the children will brain storm all the ways they can ensure they don't grow up to be like the Twits. They can write or draw their ideas on the brain storming sheet and discuss why they should remember these things. At the end each group will be asked to share what they feel are their best ideas.

20 minutes - making the beard

The children will be told that they are making something to help them remember why they don't want to grow up and be like the Twits. Each child will be given an A4 board with a mirror stuck to it. The idea is they will use brown tissue paper and a glue stick to create a beard around the mirror so that when they look in the mirror, they can see themselves looking like Mr Twit! The challenge here is to be messy – it will take the children a little while to get used to the idea that their beard should be bumpy, uneven and scraggly!

20 minutes – Making the beards truly disgusteous

Once all the children have done the beards they then need to decorate them. Using self-adhesive shapes, they then need to fill the beards with the food, like mouldy cornflakes, that could be found in Mr Twit's beard. Adding delightful elements like snot and ear wax is at the children's discretion....!

10 minutes –collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely mirrors get damage or lost this way! The brain storming sheets are also given to the teacher.

Curriculum Links

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- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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★ Design and Technology

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- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
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The Most Enormous Crocodiles: Year 4

Workshop Outline

(All timings are approximate)

20 minutes - introduction to the workshop and activity

The Learning Team will go through the story and the Enormous Crocodile's 'secret plans and clever tricks,' whilst getting the children to join in with actions and sound effects! At the end of the story the children will be reminded that Not-So-Big-One no longer has a friend to swim in the river with, so we are going to make him some friends so he is no longer lonely. There will be discussions of key words like predator, prey, carnivore, omnivore and herbivore, as well as how the five senses of a predator make them so good at catching prey.

30 minutes - exploring the Museum to gather ideas for their puppets

The children are given ideas sheets where they can sketch and make notes about the features of animals that make them good predators, including a fox, barn owl, stoat, falcon and even a baby crocodile! They are also encouraged to discuss their findings with the accompanying adults and other children.

30 minutes - making the puppets!

This is broken into three sections linking back to what makes a good predator. First, the children attach some nice, big googly eyes, and then they focus on cramming the puppets' mouth with lovely sharp teeth! The remainder of the time is then spent working on the crocodile's camouflage.

10 minutes – collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely puppets get damaged or lost this way! The ideas sheets are also given to the teacher.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
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- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Archaeology at Work

Time Travellers and Murder Mystery: Year 4

Workshop Outline

(All timings are approximate)

15 minute - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. As the group works back further in time, the Learning Team will remind them how materials and functions of objects will be different. The Learning Team will then help the children understand what an archaeologist does (and doesn't) do and set the brief for the excavation.

60 minutes - excavation

The children are given 15 minutes at four separate sand pits, where they will work in teams to excavate and record their finds in a log book

15 minutes – analysis

The Learning Team will help the children decipher what the objects are and how archaeologists use them to help us tell the story of the past. The log books are all collected in at the end of the workshop for the teacher to take back to school – we find less get lost this way!

Curriculum Links

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- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
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- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Maths: measurement

- Convert between different units of measure

★ Science: Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical and comparative enquiries
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings and labelled diagrams
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions and raise further questions
- Using straightforward scientific evidence to answer questions or to support their findings.

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should understand how our knowledge of the past is constructed from a range of sources.
- Depending on periods chosen, this workshop can cover:
 - Changes in Britain from the Stone Age to the Iron Age
 - The Roman Empire and its impact on Britain
 - Britain's settlement by Anglo-Saxons

- Focusing on one period to provide a local history case study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, by including the Tudor and Victorian Periods

Rocks and Fossils: Year 4

Workshop Outline

(All timings are approximate)

10 minutes – introduction

The children are told they are going to be Geology Detectives and help use solve the problem of which rocks are which in our collection. First, we will gather evidence and ideas to help us identify the samples.

40 minutes – walking tour around Aylesbury town centre

We take the children around the town centre of Aylesbury looking at how rocks are used in the local environment in pavements, buildings and statues, showing how we use a variety of rocks in our built environment

30 minutes – object handling

The children are set the challenge of deciding what kind of rock some samples are: igneous, metamorphic or sedimentary, recording their findings as they go and creating record cards for their favourite samples.

10 minutes – conclusion

We reveal which set of samples was which kind of rock, asking their children to explain their findings. All the worksheets are then collected in to take back to school.

Curriculum Links

★ English: Spoken Language

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- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Science: working scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical and comparative enquiries.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

★ Geography: Place Knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom – using Bucks as a case study

Ancient Egypt – Make a Mummy: Year 4

Workshop Outline

(All timings are approximate)

20 minutes – introduction

The children get a short talk about how the Ancient Egyptians mummified their dead. The children get to be up-close to real Egyptian objects including canopic jar head, mummy bandage, jewellery and amulets and even a mummified cat!

60 minutes – making a Mummy!

First the children colour some magical amulets and draw a small burial mask ready for their mummy. They then get given a small doll from which they will remove the organs (stuffing) and re-stuff using saw dust (tissue paper) They will then be given bandages to wrap the body with hiding the amulets in the layers as they work. Time permitting, the bandaged body will be covered with resin (PVA glue) and the name label and mask will be attached. If there is not time, the bandaged mummy will be sent back to school for the resin to be applied.

10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely mummies get damaged or lost this way!

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Art and Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- The achievements of the earliest civilisations: part of a depth study of Ancient Egypt.

Bronze Age Beakers: Year 4

Workshop Outline

(All timings are approximate)

15 minute - introduction

To give the children some idea of the scale of time they are working with the workshop starts with making a timeline. Several children act as markers for various periods, using hats and costume to identify them. To keep the timeline to scale, they take 1 step for every 100 years they have to go back in time. The Learning Team help explain how technology was different in the Bronze Age the children will handle a variety of real and replica objects, including flint tools, bronze axe heads and clay pots and tools. The Learning Assistant will also brief the children on how the pots were made and explain how they were decorated.

65 minutes – making the pots

The children are given a piece of clay to transform into a pot using the techniques shown by the Learning Assistant, who remains on hand to assist the children as needed. They are given a variety of materials to help them decorate their pots as Bronze Age people would have.

10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely pots get damaged or lost this way!

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Art and Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ Design and Technology

- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Change in Britain from the Stone Age to the Bronze Age

Roman Soldiers: Year 4

Workshop Outline

(All timings are approximate)

20 minute - introduction

The Learning Team will show the children why the Roman Army was such a formidable force, thanks to their equipment by dressing one child up as a Roman Soldier!

20 minutes – making the shields

To give the children an idea of how tough life was as a Roman soldier, they will make their own replica shields and have a go at some formations and manoeuvres.

40 minutes – formations and manoeuvres

The children will learn some basic Latin phrases and commands. Listening carefully and working together, they will be turned into a fighting machine that would terrify even the hardest Celt!

10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely shields get damaged or lost this way!

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Art and Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- The Roman Empire and its impact in Britain

Romans in Bucks: Year 4

Workshop Outline

(All timings are approximate)

30 minute - introduction

To give the children the context of how different life was in Roman Britain we will explore the clothing of a Roman soldier, a male civilian and a female civilian, We will then 'bury' the female civilian with everything that she needs for the afterlife to explain how we know so much about Roman times, what archaeologists do, and what they don't do!

60 minutes – a Roman feast

The group will be split into two smaller groups. One group will stay with the Learning Assistant and handle a mix of real and replica objects from the Museum's collections that help us learn about everyday life in Roman times, The other group will have some time to explore the Roman displays in the Museum, and have a go at designing their own mosaic patterns. After 30 minutes, the groups swap over so everyone does the same activities in a different order. This means there is more time for the children to ask the Learning Team questions and to handle the objects.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Art and Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- The Roman Empire and its impact in Britain

Anglo Saxon Weaving and Braids: Year 4

Workshop Outline

(All timings are approximate)

20 minutes - introduction

Using handling objects the Learning Team will explain how the Anglo Saxons turned wool into clothes . The children will get to compare real wool to synthetic fibres and see how the tools of the trade work.

30 minutes - loom weaving

The children will get to have a go at weaving on our replica Anglo Saxon loom and make their own mini looms to practice their new skills on

30 minutes - tablet weaving and braiding

Tablet weaving was used to make braids to finish raw edges on material and create bands that could be used as belts and other accessories. The children will have a go on our tablet loom and have their own braiding disc to make their own braids to take home.

10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely looms and braids get damaged or lost this way!

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Art and Design

- To improve their mastery of art and design techniques with a range of materials

★ Design and Technology

- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Understand how key events and individuals in design and technology have helped shape the world

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Britain's settlement by Anglo Saxons

Tudors in Bucks -The Life and Times of William Paget and William Lee: Year 4

Workshop Outline

(All timings are approximate)

20 minutes - introduction and Tudor costume

To help compare and contrast life today with Tudor times, the Learning Team start by comparing Tudor costume to what we wear today, and comparing what the rich and poor wore.. The Learning Team will also show development through the Tudor period by comparing early Tudor costumer to later Elizabethan costume, focusing on change, continuity, fabric, colour and decorations.

20 minutes - Tudor food

The comparisons continue as we look at what the Tudors ate. Using a receipt from the local archive as a guide, the children will handle objects found on the Tudor table and in the home and smell some Tudor fragrances!

40 minutes - Tudor homes

The group gets split into two at this point. Half stay with the Learning Team and discover more about how the Tudors built their houses, whilst the other group has a closer look at how they decorated their houses. After 20 minutes the groups swap over so everyone does the same activities in a different order. This means there is more time for the children to ask the Learning Team questions and to handle the objects.

10 minutes - plenary

Quick recap of some of the key items and words discussed and a chance for the children to ask any further questions they may have. All worksheets are collected in and given to the teacher to take back to school.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Art and Design

- To use a range of materials creatively to design and make products
- To use drawing to develop and share their ideas, experiences and imagination
- To develop a wide range of art
- Design techniques in using colour, pattern, texture, line, shape, form and space

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Tudor Pomanders and Tussie Mussies: Year 4

Workshop Outline

(All timings are approximate)

10 minutes: introduction

The Learning Team will explain how Tudor medicine was different to ours – that as the Tudors couldn't see germs, they thought people got ill because of bad smells. How did they protect themselves from bad smells? But making themselves smell nice! We will work through what the Tudor poor would do, through to what the super-rich would do.

20 minutes: the poor and their Tussie Mussies

After showing how a Tudor serving girl would dress, the children will all make their own Tussie Mussies – small lavender bags. They slip stitch around a circle of felt to make a simple drawstring pouch they fill with lavender, which they can wear around their necks

20 minutes - the reasonably well off and their jewellery pomanders

After showing how a reasonably rich Tudor Man would dress, the children will make a style of pomanders that involved making balls of wax and rolling them in sweet smelling spices. These get turned into beads they thread onto some ribbon.

30 minutes - the super-rich and their fruit pomanders

After seeing how a rich Tudor lady would dress, the children then make the most extravagant pomanders by sticking whole cloves into small oranges.

10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely things get damaged or lost this way! As the children complete their work, it gets put in a small bag they have put their name on.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Art and Design

- To use a range of materials creatively to design and make products
- To use drawing to develop and share their ideas, experiences and imagination
- To develop a wide range of art
- Design techniques in using colour, pattern, texture, line, shape, form and space

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

The Victorian Ladies of Ceely House: Year 4

Workshop Outline

(All timings are approximate)

20 minutes - introduction

As an introduction the Learning Team compare three Victorian inventions, the light bulb, the telephone and the camera, to the gadgets we take to granted today to show how much has changed in the last 200 years. Two children will be dressed up as a rich Victorian lady and a poor Victorian servant to promote further discussion of what has changed and what has stayed the same.

60 minutes – work and play

To give the children a truly hands on experience they will go through a circuit of Victorian chores alternating with Victorian toys, giving them a taste of what life was like.

10 minutes - plenary

The children will be asked what they liked doing most and who they would have rather been in Victorian times – rich or poor. This is also a chance for a recap of thing learnt during the workshop and a chance for the children to ask any further questions they may have.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

David Hill, a Victorian Soldier: Year 4

Workshop Outline

(All timings are approximate)

20 minutes - introduction

During the introduction the Learning Team will set the scene of how Britain became part of an empire on which the sun never set. They will also explain how a man from Bucks ended up making a patchwork rug during a siege at Lucknow, which became part of what was known at the time as the Indian Mutiny but is now known as India's First War of Independence.

60 minutes - making patchwork cushions

Using the patterns in the rug as inspiration, the children will make their own patterned cushions. Some time will be spent planning and evaluating a design based on the patterns in the rug. There is some simple sewing around the edge of the squares, using a running or whip stitch, but the main pattern will be achieved using self-adhesive felt shapes.

10 minutes - collecting in work and tidying away resources

All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely that the cushions get damaged or lost this way!

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Maths: Geometry – properties of shapes

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry.

★ Maths: Geometry – position and direction

- Plot specified points and draw sides to complete a given polygon, in the context of learning how to draw an Islamic Geometric design

★ Art and Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ Design and Technology

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Victorian Crime and Punishment: Year 4

Workshop Outline

(All timings are approximate)

20 minutes - introduction

The Learning Team will explain that the focus during the workshop will be on the difference between rich and poor; as in Victorian times, this dictated how society, and the law, treated you. They will compare three Victorian inventions, the light bulb, the telephone and the camera, to the gadgets we take to granted today to show how much has changed in the last 200 years.

10 minutes – wants, needs and rights

The children are led through an activity to help them focus on the difference between what they want, what they need and what their rights are. This simple activity really helps the children focus on how what they want is very different from what they need and what they have the right to.

15 minutes - Aylesbury's hidden poor

The children are given time to look at panels of the receiving books from Aylesbury Gaol, detailing individuals arrest records, complete with photos. There will then be some discussion about whether they think the crimes were justified and if the punishments were fair.

10 minutes - introduction to *The Jury*

The Learning Team will give a short introduction to the story behind the painting by John Morgan, an artist who lived in Aylesbury in the 1860s and used local people as his sitters for this painting. There will also be discussions comparing it to a more recent interpretation by *The Guardian* cartoonist, Ros Asquith. We will also explore what a jury is and how it works.

25 minutes – re-enactment of the Trail of The Silver Spoon Theft at Princess Risborough, 29th December 1860

Based on a newspaper report from 9th March 1861, which reported exactly what people said in court, the children will work through a script of a real trial and then decide the fate of the accused...

10 minutes - plenary

The children will be asked how they feel about what they have learnt during the workshop and what they would have rather been in Victorian times – rich or poor. This is also a chance for a recap of thing learnt during the workshop and an opportunity for the children to ask any further questions they may have.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Victorian Christmas: Year 4

Workshop Outline

(All timings are approximate)

20 minutes - introduction

As an introduction the Learning Team will compare three Victorian inventions, the light bulb, the telephone and the camera, to the gadgets we take to granted today to show how much has changed in the last 200 years. Two children will be dressed up as a rich Victorian lady and a poor Victorian servant to promote further discussion of what has changed and what has stayed the same.

30 minutes – work and play

To give the children a truly hands on experience they will go through a circuit of Victorian chores alternating with Victorian toys and parlour games, giving them a taste of what life was like.

30 minutes - making decorations and cards

The children will make their own unique Christmas decorations inspired by the ones Victorian children would have made – they will make decoupage cards and horns of plenty which they can fill with sweet treats and hang on their trees at home!

10 minutes - plenary

The children will be asked what they liked doing most and who they would have rather been in Victorian times – rich or poor. This is also a chance for a recap of thing learnt during the workshop and a chance for the children to ask any further questions they may have.

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Art and Design

- To use a range of materials creatively to design and make products
- To use drawing to develop and share their ideas, experiences and imagination
- To develop a wide range of art
- Design techniques in using colour, pattern, texture, line, shape, form and space

★History

- Develop a chronologically secure knowledge and understanding of British, local and world history,
- Connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Islamic Geometric Design: Year 4

Workshop Outline

Using the *Art of Islam* exhibition as inspiration, your class will learn how geometry can be used to make beautiful, tessellating patterns. Workshops begin with an introduction to Islam and Islamic art and culminate in the creation of their own decorative tiles to take back to school, along with a sketchbook crammed with ideas and inspirations.

After an introductory talk on Islam and Islamic design, the Learning Team will guide your pupils through creating a '4-fold' geometric design. If there is time, we may also be able to look at '6-fold' designs as well. They will then transfer the design to a bisque tile, using what they have seen in the exhibition as inspiration for the decoration. The tiles can then be used to make a tessellating display at school, or taken home as individual works of art. If you have booked the full day workshop, your group will have time to explore the exhibition and gather ideas in their sketch books.

Half Day Workshop Outline

(All timings are approximate)

20 minutes - introductory talk on Islam and Islamic design
20 minutes – exploring the exhibition for ideas for their own design
20 minutes – practicing the 4 fold design
25 minutes - transfer the design to a bisque tile
5 minutes – collecting in work and tidying away resources. All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely that the tiles get damaged or lost this way!

All Day Workshop Outline

(All timings are approximate)

20 minutes - introductory talk on Islam and Islamic design
40 minutes – exploring the exhibition for ideas for their own design
30 minutes – practicing the 4 fold design
30 minutes – lunch break
20 minutes – practising the 6 fold design
20 minutes – Planning the design
50 minutes - transfer the design to a bisque tile and completing the design
10 minutes – collecting in work and tidying away resources. All of the children's work is given to the lead teacher at the end of the workshop. We find it is less likely that the tiles get damaged or lost this way!

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Maths: Geometry – properties of shapes

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry.

★ Maths: Geometry – position and direction

- Plot specified points and draw sides to complete a given polygon, in the context of learning how to draw an Islamic Geometric design

★ Art and Design

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ Design and Technology

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

The Art of Storytelling: Year 4

Using the *Art of Islam* exhibition as inspiration, your class will make their own unique wall hanging telling a story of their choice. Workshops begin with an introduction to Islam and Islamic art, and will focus on beautiful silk wall hangings, showing scenes from the *Shanameh*, The Persian Book of Kings.

To help them focus the design, each pupil will be asked to write a short paragraph describing what they wish to illustrate from their chosen story. They will use a mixture of fabric pens and self-adhesive felt to decorate a pre-prepared fabric square which can be tied together by ribbon to make a wall hanging to display at school. If you have booked a full day workshop, your pupils will also complete a sketchbook crammed with ideas and inspirations for future projects.

Half Day Workshop Outline (All timings are approximate)

20 minutes - introductory talk on Islam and Islamic design
20 minutes – exploring the exhibition for ideas for their own design
20 minutes – planning drafting and reviewing their designs
25 minutes - transfer the design to the fabric square
5 minutes – collecting in work and tidying away resources. All of the children’s work is given to the lead teacher at the end of the workshop. We find it is less likely that the wall hangings get damaged or lost this way!

All Day Workshop Outline (All timings are approximate)

20 minutes - introductory talk on Islam and Islamic design
40 minutes – exploring the exhibition for ideas for their own design
30 minutes – practising the 4 fold design, which can be used as a border for their designs
30 minutes – lunch break
30 minutes – planning drafting and reviewing their designs
50 minutes - transfer the design to the fabric square
10 minutes – collecting in work and tidying away resources. All of the children’s work is given to the lead teacher at the end of the workshop. We find it is less likely that the wall hangings get damaged or lost this way!

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Maths: Properties of shapes

- Draw 2-D shapes using given dimensions and angles

★ Art and Design

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Design and Technology

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

The Art of Islimi: Year 4

Islamic art is made of three components: Geometry, Calligraphy and Islimi. Islimi is the use of floral patterns representing the underlying order and unity of nature. Using the *Art of Islam* exhibition as inspiration, your pupils will create their own Islimi designs using local flora as inspiration, which they will transfer to a bisque tile or fabric wall hanging.

The Learning Team will guide your group through creating a simple Islimi design using templates. They will then transfer this design to a bisque tile and decorate it, using what they have seen in the exhibition as inspiration. The tiles can then be used to make a unique display at school, or taken home as individual works of art. If you have booked a full day workshop, your pupils will also complete a sketchbook crammed with ideas and inspirations for future projects.

Half Day Workshop Outline (All timings are approximate)

20 minutes - introductory talk on Islam and Islamic design
20 minutes – exploring the exhibition for ideas for their own design
20 minutes – planning drafting and reviewing their designs
25 minutes - transfer the design to the tile
5 minutes – collecting in work and tidying away resources. All of the children’s work is given to the lead teacher at the end of the workshop. We find it is less likely that the tiles get damaged or lost this way!

All Day Workshop Outline (All timings are approximate)

20 minutes - introductory talk on Islam and Islamic design
40 minutes – exploring the exhibition for ideas for their own design
30 minutes – practising the 4 fold design, which can be used as a border for their designs
30 minutes – lunch break
30 minutes – planning drafting and reviewing their designs
50 minutes - transfer the design to the fabric square
10 minutes – collecting in work and tidying away resources. All of the children’s work is given to the lead teacher at the end of the workshop. We find it is less likely that the tiles get damaged or lost this way!

Curriculum Links

★ English: Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

★ Maths: Properties of shapes

- Draw 2-D shapes using given dimensions and angles

★ Art and Design

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

★ Design and Technology

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

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