

Protectors and Collectors Plan – Y4 Spring 2024

STAGE ONE: FOUNDATIONS

STEP 1: Choose a theme.

Roman invasion of Britain

Influence of climate on landscape, animals and plants

What is precious and who is it precious to?

STEP 2: Curriculum

Geography - see Primary connected plan on Why are deserts dry and forests wet? Amazon basin and Attacama desert.

History – The Roman Invasion of Britain [see Primary Connected]

Science – states of matter and the water cycle [see Primary Connected]

Science and Design Technology – electricity and torches [see Kapow]

Art – Exploring Pattern and The Art of display [see Access Art]

Computing – Photo editing [see Teach computing and also Programming A as discrete lessons]

Music – Rainforests [Kapow body and tuned percussion] Romans [Kapow adapting motifs]

Writing – Newspaper discovery of Roman significance and Tour of a forest

STEP 3: Make a list of things that make the theme interesting

Precious things

Mystery surrounding the past

Conflict between Romans and Boudicca

Extreme environments - desert and rainforest

STEP 4: Generate questions for inquiry.

Factual – what is the significance of Boudicca? Why are forests wet and deserts dry? What objects are put in a museum?

Procedural – how is it decided what to keep and what to destroy in a museum's collection?

Narrative – how can the story of Boudicca's life be told and shared? What is it like to live in the Amazon basin?

Social – how are people who worked in the Attacama desert treated?

Cultural – how were the ways of the Romans and Celts different?

Political – how did the Romans invade and rule Britain? Who is responsible for protecting natural areas of interest/ significance? Who is allowing the rainforest to be destroyed and why?

Historical – what can we tell about life in Britain from what has been left behind from the Roman era?

Environment - what are the effects of deforestation on people and animals in the Amazon basin? How is climate change effecting what can survive in a desert?

Critical – should people who donate items to museums be able to add their own strict criteria to what is done with the items?

Ethical - should items in museums be destroyed or should artefacts from the past be re-buried? Should we remember Boudicca as a hero?

Transformational – how did the Romans change Britain for the better?

STAGE TWO: THE CONTEXT

STEP 5: Invent a narrative – include: tension, location, and time.

A museum in Britain has decreasing visitor numbers and is at risk of losing funding. They need to improve the exhibits by displaying things which other museums don't have.

The updates need to be ready for a visit from the Prime Minister and Minister of Culture in...

STEP 6: Select the Expert Team - powers, responsibilities, and values. (Resources: Expert Teams List p.#)

We work within museums sorting through artefacts to evaluate whether they are precious enough to keep or need to be destroyed. We also do outreach work – ensuring items are protected in situ. We also collect items which need to be moved to be protected.

STEP 7: Decide on the Client - role, purpose, and authority. (Resources: Client List p.#)

The funding body of the museum.

STEP 8: Devise the Commission. (Resources: Commissions List p.#)

Update the exhibitions ready for a visit from the prime Minister and in order to satisfy the funding body.

In particular – improve the section on The Romans and the outdoor/ garden area

STEP 9: Consider other points of view

What interests visitors?

Why do people make donations to museum?

STAGE THREE: ACTIVITIES AND CURRICULUM LINKS

STEP 10: Link tasks and activities to the National Curriculum.

Theme:			
Tasks and Activities Grid			
Division	Category and Task	Activity and Purpose	Curriculum
Material resources	Buildings and structures	Make a floor plan of the museum using posters for signs and considering chronology.	History – dates and key objects from each period.
	Planning and preparation	Plan how to collect specimens of and seeds from rare plants. How to protect ourselves in the desert.	Geography – knowledge of biomes and impact of climate on environment.
	Maintenance	Which objects might go on display?	History – significant people from the Roman invasion of Britain.
Social. Cultural and historical dimensions	Preserving and protecting information	Which objects could be destroyed from the museum collection?	History
Interactions with people outside the team	Providing and presenting information	Create a board to give background to the Attacama desert where the rare plants are collected from.	Geography
		Newspaper report of one of the discoveries	Writing
		Tour of the rainforest in the Amazon basin	Writing
	Cataloguing and recording	Complete a journal/ diary of the work	Writing

STAGE FOUR: THE START

STEP 11: Plan a sequence of steps into the fiction (Refer to the Strategies List p.# and the Seven Aspects of Planning List p.#)

- Aims:

1. Attract the students' interest
 2. Guide them into the fiction
 3. Give them a grasp of the world of the context
 4. Invite them to adopt the 'mantle' of the expert
 5. Introduce them to the client and the commission
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1. **Museum Sign** - have pre-prepared pieces of paper with times from history written on them e.g. Romans, Stone Age, World War II. These are the areas within the museum. When were these periods of time? What might be on display in the museum from each era? Research and create signs.
 2. Arrange the signs to create a floor plan of the museum. What order should the exhibits be in and why?
 3. The museum has declining numbers of visitors. It is at risk of losing its funding. The museum needs to attract more interest. [Perhaps there is a visit coming up from the main benefactor or an important person such as the Prime Minister and/ or Minister of Culture/ TV personality]
 4. **Commission 1** - See a storeroom. Inside is a curator. There are so many boxes of things. There must be something of interest in here... If not we need to start destroying some objects...
 5. Join the curator to start sifting through boxes. They find something which needs further investigation...
 6. **Commission 2** – create the outdoor area; the garden of precious plants. We have greenhouses and planted areas. Some land still needs development. See a sign dated a few years ago; awaiting rare South American plants... We already have a collection of natural remedies from South America. Could we contact the people who donated these to see if they know about the plants? When contacted, they tell us the rain is finally coming and it will soon be time to collect the seeds...

Commission 1 – make connections between artefacts from the Roman times which point to belonging to Boudicca. Is there more to find? Is further excavation needed? After all, Boudicca's remains were never found. Further into the Mantle, decide on how to display items [art, science and display]

Commission 2 – go to the driest place on earth and wait for the rare plants to bloom. Why is it so dry? How do we get rain in other areas? [Water cycle] When meeting a local person, we see them cleaning a gigantic hand statue – Le Mano del Desierto, which is being targeted by vandals. Can we help to protect it? Whilst there, we also collect information about the area and the people - which would go on display alongside the plants/ seeds. Further into the Mantle, design patterned tiles to decorate the outdoor area of the museum [art]

FURTHER DETAIL IN THE EPISODES PLAN