

- .Create a **profile** for 'Crumbs' the Wilton Windmill Mouse
- .Investigate the genre of **fables** Read the Town Mouse & Country Mouse fable

Describe the windmill from a mouse's point of view using synonyms for 'large'. Send a postcard to the Town Mouse before his visit telling him all about the windmill.

- .Write instructions for making a loaf of bread
- .'Windmill' make a collection of **compound** words

.Read and recite poems about the wind and windmills.

- .Write a poem about the wind
- .Talk about the character Don Quixote who imagines windmills are giants conjured up by a wicked enchanter.

.Use **personification** to describe the windmill as a giant.

.Investigate the **origins of sayings** linked to milling:

"Grist to the mill"

"Grind to a halt"

"Set the themes on fire"

"Rule of thumb"



Composition: 'The Windmill' with the sound of the wind as the ostinato. Which are the wind instruments of the orchestra?

Listening: Debussy - "West Wind," from Preludes. Book 1

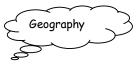


- .Create a **timeline** showing the development of windmills.
- .VICTORIANS: Meet the miller & learn about his family. Step back in time to 1851 when you visit Wilton Windmill and find out:
- -What was happening in the Wilton Village and the wider world?
- -How were the industrial revolution and the rise of factories affecting the countryside?
- -Where did the children go to school in 1851?
- -What was everyday life like without electricity? Work out which household items would not be in a Wilton cottage in 1851.
 -How did goods and people travel? (Kennet and Avon Canal and the rise of the Great Western Railway)



- .Draw the view from the windmill window and from the window of the Town Mouse,
- .Design and make 'mouse' masks.
- . Make mouse finger puppets.
- .Design a souvenir tea towel for Wilton Windmill.
- .Observational drawing of wheat and interesting features of the windmill.





- . Compare town/country localities (link to Town and Country Mouse fable)
- .Design and build an anemometer as part of a class weather station
- . Discuss renewable energy and the siting of wind farms.
- .Debate the objections of local communities versus the need for renewable energy.
 .How did the windmill builders of 1821 decide the location for Wilton Windmill? Decide which geographical factors that influenced their choice.

.Food miles: What is the journey from field to shelf for a loaf today? Compare with food miles in 1821 (wheat sheaves were delivered to the windmill from the surrounding fields. Flour was then delivered to local bakers)



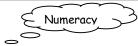
Forces: Forces at work within windmill. Wind power/air resistance used to turn the mill stone and lift the sacks inside the mill. Forces at work: mark the direction of forces on a cross section of the mill. Study the two types of sails that maximise efficiency in variable wind conditions.

AT1: Which shapes offer the most air resistance?

Create your own investigation.

Separating Materials: Separating the husk from the grain

PRIMARY TOPIC WEB



Rectangular sails - create rectangles with different areas.

Make a pattern from tessellating rectangles. Study the patterns of the crop circles that have been found near the windmill. Create a symmetrical crop circle design. (ICT)



Design and make a windmill toy for a younger child.

Design and bake small loaves focussing on use of different seeds and loaf shape as design variables. Hold a 'tasting'. Evaluate. Design **packaging** for your loaf to sell at a local bakery.

Design a 'Visitor Centre' for Wilton Windmill. Use the mill's local surroundings as inspiration for the design. Consider the impact on the environment and the use of 'green' technology for your project.