Year 5 - Medium Term Plan – Design Technology
Life in Ancient Egypt

Aspect of Study

Design
Make
Evaluate
Food Technology

Transferable Knowledge:

History – Egyptians, mummification

National Curriculum Overview of Programme of Study:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

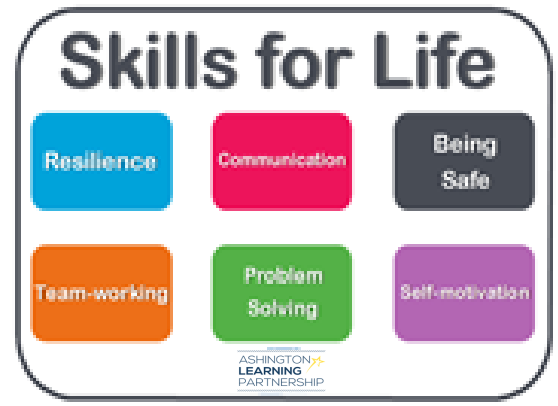
The national curriculum for design and technology aims to ensure that all pupils: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products and the work of others

During this area of study students should be taught to:

 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 investigate and analyse a range of existing products
 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Real World Links:

Links to Ancient Egyptians and process of mummification.



Problem Solving
Resilience -
Being Safe – Understand how to safely use the equipment needed.

Influential Figures

OPAL links

Using a variety of materials (e.g. clay).

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
□ 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 – **Year 4 dreamcatchers** □ generate, develop, model and communicate their ideas through discussion, annotated sketches -**dreamcatchers** □ select from and use a wider range of tools and equipment to perform practical tasks accurately – **cutting, sewing, threading – Year 5 puppets** □ 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 □ investigate and analyse a range of existing products □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	□ 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 □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of dishes using a range of cooking techniques learnt throughout the K,S,U passports. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed..	**Year 5 Primary Engineer – Summer term** □ apply their understanding of how to strengthen, stiffen and reinforce more complex structures □ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] □ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] □ apply their understanding of computing to program, monitor and control their products Year 6 Spring – Mexican Street Food

Key vocabulary	Concepts	Language skills
Canopic jar Mummification Clay Mould Carve Coil Sculpt Balanced diet Seasonality	Balanced Diet	ORACY FRAMEWORK

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Sequence of Teaching and Learning

Pupils carry out a ‘mummification’.

	National Curriculum LO/EQ	Lesson ideas/differentiation
1	NC OBJ: To investigate and analyse a range of existing products L.O: To investigate Egyptian Canopic Jars.	Pupils investigate images of Canopic jars. Predict what they were used for, before researching their use, what they were made from and why they were used. Annotate images in sketchbooks with important features of Canopic jars (e.g. names of Gods).
2	NC OBJ: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **LO: To communicate my ideas through annotated sketches.**	Introduce the pupils to the design brief. Pupils to create an accurate design including information about what material they will use. Pupils should suggest ways in which they will sculpt their Canopic jar and any tools they will use.

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Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas/differentiation
3	NC OBJ: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **LO: To practise skills before using them.**	Using modelling clay, pupils create a prototype of their Canopic jar. Evaluate the different methods of creating a pot, e.g. pinch pot or coil? Allow pupils time to practise using the clay tools to add in details.
4	NC OBJ: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **LO: To communicate my ideas through annotated sketches.**	Based on prototype created in previous lesson, allow time for pupils to create a second annotated sketch with any changes needed. In previous years pupils have realised that their designs are far too complicated to sculpt – this will offer an opportunity to simplify any designs that were too complicated.

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Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas/differentiation
5 6 7	NC OBJ: 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 **LO: To use practiced skills to create a product.**	Pupils create a Canopic jar using coil clay method. Suggested order of lessons: 1: Pupils create base and long 'string' of clay which they coil around it to create jar shape. Pupils will need to (in the same lesson) smooth this out and carve any hieroglyphics. 2) Create lid shape. Pupils could have previously made jar in front of them to ensure lid is the correct shape. 3) Once clay has dried overnight, paint using traditional colours.
8	**NC OBJ:** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **LO: To evaluate and analyze a product.**	Pupils are given time to evaluate their Canopic jars – would they successfully make the journey to the afterlife? Opportunity could be given for peer evaluation. What would pupils change about their jars if they could do them again?

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Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas/differentiation
9	**NC OBJ:** Understand and apply the principles of a healthy and varied diet. **RECAP: What is a healthy diet?**	Recap knowledge from Year 4 about healthy diet and food groups.
10	**NC OBJ:** Understand and apply the principles of a healthy and varied diet. **LO: To evaluate an Ancient Egyptian diet.**	Link to history work about how crops grew on the River Nile when it flooded, meaning that some food was seasonal. Pupils evaluate who eats more healthily: the Ancient Egyptians, or your class?

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Sequence of Teaching and Learning

	National Curriculum LO/EQ	Lesson ideas/differentiation
11	**NC OBJ:** Prepare and cook a variety of dishes using a range of cooking techniques learnt throughout the K,S,U passports. **L.O: To prepare a savoury dish.**	**DOUBLE CHECK ALLERGIES FOR INDIVIDUAL CLASSES.** Pupils make traditional Egyptian flatbreads.
12	**NC OBJ:** Prepare and cook a variety of dishes using a range of cooking techniques learnt throughout the K,S,U passports. **L.O: To taste food from around the world.**	**DOUBLE CHECK ALLERGIES FOR INDIVIDUAL CLASSES.** Taste flat breads from previous lesson with a variety of Egyptian accompaniments – such as chickpeas (hummus?) and honey.