

Workshop : SCRAN: An exploration of South Tyneside's evolving food and drink story, from Roman times up to the present day

National Curriculum Links: Understanding the world , Communication and language: Listening, attention and understanding., Expressive Arts

KS1 History- Understanding the world: Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been covered in class; - Understand the past through settings, characters and events changes within living memory

KS2 History- chronology, to place events, people and changes into correct periods of time.

-About characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.

-How to find out about the events, people and changes studied from an appropriate range of sources of information.

KS1& 2 Expressive Arts and Design & Technology: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;

- KS1 Art & Design- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques

KS1 & 2 Literacy- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- 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

Learning objectives	Session structure	Assessment for learning
<p>Identifying differences between ways of life at different times</p> <p>How to find out about the past from a range of sources and information</p> <p>Gain knowledge, skills and understanding through studying the way of life of people in the past who lived in South Tyneside</p> <p>To understand and empathize with other cultural groups</p> <p>To develop techniques in printmaking and design.</p>	<p>Introduction</p> <p>Free Exploration; Children explore exhibition freely for 3 minutes and then feedback 1 thing they think the exhibition is about, 1 thing they liked, and one thing they were curious about.</p> <p>Q&A on foods, such as favourites, special occasions, family secret recipes, cultural, etc.. Show picture of Mischief; Wrights Biscuit baby boy mascot....Discuss what they would use to represent their favourite biscuit or food?</p> <p>Session activities</p> <ul style="list-style-type: none"> • Discuss exhibition and types objects in Exhibition and the evolution of food here in the area. Children then complete a “What am I “object hunt game using clues in small groups. Feedback as group after. (objects take them through the historical time line of the exhibition) • Time Line on carpet. Children work together to place the object cards on the time line. • Discuss design then give out Design Puzzles: Children put together and locate the object and sketch the designs/shapes they see. • After having opportunities to explore the exhibition through games, children select something they would like to make a packaging design for. • Children work in the art studio to create print making stamps for their chosen thing. Drawing on the knowledge they have learned from exploring the exhibition. • Children participate in a printmaking activity using their stamps to create their own recipe book with cover. • Options: Make tea bags, bath bombs and bouquet garni; 	<p>Ability to find the correct answers to the games.</p> <p>Children will have opportunities to respond and give feedback throughout the session.</p> <p>There will be opportunities for Q&A at the end of the session.</p>

	<p style="text-align: center;">Plenary</p> <p>Children reflect on the exhibition and present their designs and explain why they chose what they did.</p>	
Before your visit	After your visit	Key vocabulary
<p>Talk to the children about favourite and family special foods.</p> <p>Look at cookbooks with recipes from the North East or different types of cuisine cookbooks.</p>	<p>Make a class cookbook with family favourite recipes.</p> <p>Create recipe cards to give back to the museum to be put on display</p>	<p>Cuisine, poverty, local, stottie cakes, panaculty, tripe and onions, leek pudding and singing hinnies, communities,</p>