

Subject: DT	Year Group: 3	Unit: The Stone Age to the Iron Age
Key Question:		
First- hand experience:		

NC Objectives to be addressed:	Prior Learning required:
<ul style="list-style-type: none"> ● Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. ● Pupils should be taught to: ● Key stage 2 ● ♣ understand and apply the principles of a healthy and varied diet ● ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ● ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Year 2 – smoothies.</p>
ARTISTS/DESIGNERS/CRAFTS PEOPLE	
Key Vocabulary:	
<p>Tier 2 Tier 3 varied diet, healthy, seasonality, bannock, butter milk, quern stone, saddle queen.</p>	

Sequence of learning:

Knowledge to be taught (Declarative):

- To know the type of food the Iron Age people ate.
- To know what seasonality means.
- To know that the ingredients were sourced locally to where they lived.
- To know that bread was an essential part of the Iron Age diet.
- To know how cereals were ground in the Iron Age time.
- To know how to make butter milk.

1 INVESTIGATE/TECHNICAL KNOWLEDGE

DESIGN BRIEF – TO MAKE IRON AGE BANNOCKS

1 INVESTIGATE/TECHNICAL KNOWLEDGE –

Children research the type of food the Iron Age people had. Discuss seasonality. Why could they only use certain ingredients? Why could they only use certain ingredients at different times of the year?

Have a selection of grains, fruit, vegetables on tables for the children to explore. Have images of the food, children stick images in sketchbooks and label the food.

Children label the food. Talk about how the foods differ to now – introduce that they could only farm what was available whereas now we get foods from all over the world. Are there any foods we have today that are seasonal? – asparagus, greengages, strawberries etc.

Children have a go at grinding the grain using stone – explain that a quern stone was used – this is for experience, not to use in cooking.

PLEASE REMIND CHILDREN OF FOOD HYGIENE – SEE TWINKL RESOURCE.

Skills to be developed (Procedural):

- Can recognise which ingredients were available to people in the Iron Age - <http://www.primaryhomeworkhelp.co.uk/celts/food.html> - see resource - What type of food was available in the Iron Age.
- Can grind cereals using stones – have a larger stone at the bottom and a smaller hand size rock. Place a handful of cereals on the larger stone and children then grind the cereals to make it flour.
- Can make butter milk – see link for instructions <https://scottishscran.com/scottish-bannocks-recipe/>
- Can follow a recipe to make Bannocks – see recipe in resources.

2 MAKE – Provide children with recipe for making butter milk. Children make own. If possible, children squeeze their own lemons to provide the experience.

The children will need to make their Bannocks within 3 days of making the butter milk. It can all be done on the same day, but the buttermilk will need 30 minutes to rest before use.

3 MAKE – In groups, children follow the recipe and make their Bannocks – see recipe.

Options for cooking – this could be done on a camping stove in small groups but check whether a risk assessment is needed before hand.

Other options hob or oven.

5 EVALUATE – Children taste the bannock and write a sentence on whether they liked it or not. Take a photograph of the child and Bannock, which can be stuck into sketchbook.

**Support images
A quern stone.**



A saddle queen.



● Bannock recipe

- 330g Oatmeal (2 5/8 Cups) – We mean ground oats
- 265g Plain flour (2 1/8 Cups)
- 2 tsp Baking soda
- 1.5 tsp Salt
- 1.5 Cups Buttermilk (375ml)

See recipe in resources.

How to make Buttermilk

- Not everyone has buttermilk available to them so we found a way of making your own and it's really simple! All you need to do is stir lemon juice into full-fat milk and then leave it to settle.
- For every 1 cup of milk (250ml) you need to add 2 tbsps of lemon juice, we juiced our own lemon but you can use pre squeezed juice.
- Make sure it's well mixed.
- Leave it to settle for 30 minutes and it will thicken and curdle slightly, and viola, you have buttermilk!
- Your buttermilk will keep for 3 days in the fridge so it can be made in advance if required.

Assessment:

Labelled images of Iron Age food in sketchbooks.

Recipe in sketchbook.

Photograph of cooked Bannock and sentence about whether they liked it or not.

ALTERNATIVE INGREDIENTS WILL NEED TO BE FOUND FOR CHILDREN WITH ALLERGIES/INTOLERANCES AND DIETRY REQUIREMENTS, E.G. VEGAN.

Key Knowledge:

- **Quern-stones** are **stone** tools for hand-grinding a wide variety of materials. They are used in pairs. The lower stationary **stone** of early examples is called a saddle **quern**, while the upper mobile **stone** is called a muller, rubber or handstone. They were first used in the Neolithic era to grind cereals into flour.
- The name Bannock seems to originate from the Old Celtic English “bannuc”, derived from the Latin “panicium” for “bread” or meaning “anything baked”. Made simply from oatmeal and flour, the first citing of a bannock or bannuc recipe in Scotland was in the 8th Century. It’s amazing this tasty bread is still baked today!
- **What is a Bannock?** <https://scottishscran.com/scottish-bannocks-recipe/>
- But what are they? Bannocks are a scone-like bread that’s both heavy and flat with a not surprisingly oaty or barley wholesome taste that suits most savoury dishes. They’re the perfect side to any meal you might have bread with and you’ll find them often served warm with breakfast or with a [bowl of Cullen Skink](#). They both warm the soul and the body while filling you up nicely.
- Traditionally, Scottish Bannocks recipes call for the bread to be made on a stone in front of the fire, a “bannock stane”, modern Bannocks recipes use a cast-iron Skillet, girdle or griddle. Don’t worry though, a deep frying pan will do too, or failing that, you can bake them in the oven.

Let Knowledge drive your philosophy	Knowledge is empowering and provides a foundation for achieving success, reaching deeper understanding and being creative. The more children know, the more they can learn.
Consider a broad range of knowledge forms	Identify the types of knowledge that are necessary for the children to know. Declarative – What are the key facts all children should know? Procedural – What are the things that all children should be able to do (skills) Experiential – What knowledge can only be gained first hand or by experiencing or doing certain activities.
Specify the knowledge in detail	Identify the key knowledge that you want to include and the level of detail appropriate for their stage of learning.
Sequence and map the knowledge coherently	Sequence the knowledge content into a coherent flow. Ensure there are deliberate step by step stages to the learning.
Teach knowledge to be remembered	Ensure that knowledge and learning are regularly returned to to support the accumulation of knowledge over time and not creating over-load.
Identify prior-knowledge necessary	Ensure that where prior-knowledge is required it has been taught and is known. Build upon this carefully.
Identify next steps	Identify the most basic steps first. What might pupils struggle with? This may be vocabulary or a specific operation.
Design instructional input	For each stage of the planning identify how the content will be explained and modelled.
Design practical tasks	Plan opportunities for practice and retrieval to support pupil's fluency and understanding.
Identify core concepts and key questions	Express your curriculum through a set of big questions and fundamental concepts that underpin it.
Map the big picture, go deeper and make authentic connections	Identify the main areas of learning that will provide the structure for your knowledge, organise this into a sequence and identify areas where you can, 'Pitch it up' so that challenge is appropriate for all. Make links across subjects where appropriate.
Consider where first hand experience is necessary	Review the content of the curriculum to identify where pupils will need first-hand experiences to access the knowledge and learning more fully. This could be resources within the classroom such as cuisenaire rods, visits to specific places or practical activities.
Consider where conceptual understanding is necessary	This could be learning terminology, watching a televised version of a book before reading it etc.
Provide opportunities for deeper learning	Give pupils opportunities to explore a variety of problems within the topic <ul style="list-style-type: none"> ● Ask for deeper levels of analysis or more sophisticated writing ● Applying knowledge to unfamiliar scenarios ● Insist upon the correct use of terminology in both oral and written outcomes ● Select more challenging texts and support access to them ● Consider always – are children having to 'think hard'