

Ancient Egyptians

Design & Technology

Year 3/4

Lesson 1 of 2

| Learning Objective | | Resources |
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| To be able to design, make and evaluate a shaduf. | | Slides Worksheet 1A/1B/1C/1D Materials for structure, e.g. cardboard, clay, plasticine, straws, dowelling, string, etc. Tools, e.g. scissors, sticky tape, craft knives, saws, elastic bands, etc. Large sheets of paper (FSD? activity only) |
| Teaching Input | | |
| <ul style="list-style-type: none"> Do you know what a shaduf is? Invite children to share their ideas. Go through the information about shadufs on the slides, explaining that they were devices used to lift water from rivers and streams to water crops. Look at the picture of a shaduf on the slides. How do you think a shaduf works? Children to think, pair, share their ideas. How do you think we could make a model of a shaduf? What materials could you use for the structure? What could you use to lift the water? What could you use as the weight to counteract the water? Write notes as a class for each of these questions. Look at some of the suggestions on the slides for structures/materials you could use. Can you improve any of these ideas? | | |
| Main Activity | | |
| <p><u>Lower ability:</u></p> <p>Children to design their shaduf on worksheet 1A then follow their designs to create their model. Support children in creating stable structures and working with any unfamiliar materials.</p> | <p><u>Middle ability:</u></p> <p>Children to design their shaduf on worksheet 1A then follow their designs to create their model.</p> | <p><u>Higher ability:</u></p> <p>Children to design their shaduf on worksheet 1B then follow their designs to create their model. Encourage children to work with care and attention to detail and to amend their design as and when necessary to improve their finished product.</p> |
| Fancy something different...? | | |
| <ul style="list-style-type: none"> Split the class into groups of around 4. Provide each group with a large sheet of paper on which to plan and design their shaduf. Encourage each group to annotate their designs with what materials they will use, how they will join their different components together, etc. When they have finished their designs, each group to work as a team to create their model. | | |
| Plenary | Assessment Questions | |
| <p>Set up an area with water where children can test their shadufs out. How well does your shaduf work? How good do you think your finished product is? What improvements do you think you could make? Invite children to share their ideas. Alternatively, children to evaluate their work on worksheet 1C/1D depending on ability.</p> | <ul style="list-style-type: none"> Can children create a detailed design for a shaduf? Can children use a variety of materials and tools to create a working model of a shaduf? Can children evaluate their work and identify areas of strength and weakness? | |