

Overview

Learners will use [The Hungry Cat e-book](#) , [videos](#) and [audio](#) as a stimulus for suggested learning opportunities.

With a focus on sciences, learners will use search engines and other sources to research and investigate the similarities and differences between the ways in which writing surfaces are produced today compared with the past. They will use this knowledge to produce a piece of handmade paper. Learners will be encouraged to negotiate their own success criteria and use this to evaluate their final piece of work.

These learning opportunities offer links to technologies and social studies as learners will develop an understanding of the ways in which paper and other fibres are used and produced as they complete the suggested activities.



Sciences experiences and outcomes explored:

By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.

SCN 2-15a

Through carrying out practical activities and investigations, I can show how plants have benefitted society.

SCN 2-02b

Other curriculum areas explored:

Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have.

TCH 2-15b

I can investigate how an everyday product has changed over time, to gain an awareness of the link between scientific and technological developments.

TCH 2-01b

Through discovery and imagination I can develop and use problem-solving strategies to meet design challenges with a food or textile focus.

TCH 1-11a/TCH 2-11a

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-04a

Responsibility of all:

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 2-11a

Themes across learning:

Creativity

Overview of learning

Possible prior experiences

Watch the [The Hungry Cat e-book](#) and [videos](#).

Research the types of natural materials used to write on e.g. clay tablets, papyrus, parchment, paper

Name the sources of these materials (plant, animal or mineral)

Investigate how natural fibres are produced and treated to make writing surfaces

Produce a frame for making paper

Research types of writing surfaces used by peoples in the past and compare with those used today

Possible learning opportunities

Learners use traditional methods and processes similar to those used by ancient Egyptians to produce a clay tablet or piece of simulated papyrus. Learners could draw upon their knowledge of hieroglyphics to inscribe the surface. This could lead on to paper making using a traditional deckle and mould.

As a class learners could:

Devise a list of success criteria for their writing medium, for example:

- The type of surface that should be produced.
- Materials that could be used to produce and decorate the medium.
- Colours and fibres could be named in French and English.

Within their groups, learners could:

- Select the materials and methods that they will use.
- Inscribe and colour the writing surface using traditional methods, colours and materials.

Learners could devise reflective questions to help decide how effective their design is and to evaluate their partners' work. For example:

- To what extent does it fulfil the success criteria?
- To what extent does the surface produced meet expectations?
- Explain why the writing surface produced is useful.
- Could it be improved in any way?

After peer and self-assessment, pupils should have the opportunity to reflect and modify the process, comparing it to modern production.

Possible evidence

Observation notes

Success criteria checklist

Planning sheets

Photographs of the process

Piece of writing media

Piece of inscribed/decorated medium produced using traditional methods

Evaluation sheets