

Key Knowledge:

Food & Nutrition

Pizzas are a national food from Italy, of which the Romans came from.

To design a pizza, it will need to be considered what toppings will be needed to make the pizza as **successful** as it could be. To consider this it will be needed to think about what **choice** toppings are healthier than others and what toppings are tastier. A sample of each topping can be tasted and given a rating, before evaluating which toppings would be desired on the pizza.

When making the pizza it will be needed to be considered whether the area is hygienic and clean. Any ingredients that need to be cut will need to be done **safely** using a **safe** hold, for example a bridge hold or a claw hold. The pizza will then be prepared by spreading tomato puree on the base of the pizza and adding any toppings that are chosen. The pizza will then be put in the oven which is an area of extreme heat. This means that **safety** will need to be considered and oven gloves under adult supervision.

Once the pizzas are cooked and have cooled so they are **safe** to eat, they can be eaten and evaluated to decide what could be **improved**. Things that can be considered when eating the pizzas are taste, appearance and healthiness.

Catapults

Catapults were first designed by Dionysius the Elder the Elder, a Greek inventor in 400 BC.

A catapult is a lever propped up by a fulcrum (a pivoting point). A catapult magnifies the force applied to an object when it is launched into the air. They were used by the Romans, Greeks and in the medieval times.

Catapults are still used today but for different **purposes** such as dog ball throwers and sling shots.

Designing a catapults can be done by carefully drawing and labelling the key parts – bucket, arm, payload, rope and frame. The resources needed to make the catapult will then need to be considered.

A catapult can be made by **attaching** and **assembling** the key parts together using glue. The frame could be made out of lollipop sticks glued together in an 'x' formation for extra support. An elastic band can be used and placed across the frame for the rope and a plastic spoon for the arm and bucket. It will need to be considered how to make the catapult as sturdy, secure strong and powerful as possible.

The catapult can then be used and evaluated. Key things that could be evaluated are the success of the catapult – does it work? It could also be considered what the **weaknesses** are of the catapult and how could it be **improved** or **changed** to help the catapult hurl objects further.

The same design – make – evaluate process could also be used to make a chariot, or an aqueduct. The same skills of designing and labelling the structure, then making, **attaching** and **assembling** the pieces and then evaluating the **strengths** and **weaknesses** would need to happen.

Key Vocabulary:

Assemble	Fitting together the separate components and parts of a larger structure.
Attach	To join or fasten something to something else.
Change (Ideas)	To alter the design or structure of something after evaluating.
Choice	To have more than one option or way of doing something.
Improve	To make something better.
Produce	To make or manufacture something.
Purpose	The reason that something is done or created for.
Safe	To protect and limit the possibilities of danger or risk.
Strengths	The quality or state of being physically strong.
Successful (Product)	A product that is good and fits its desired aim, result or purpose .
Weaknesses	The poorer qualities of a structure that could be improved in the future.

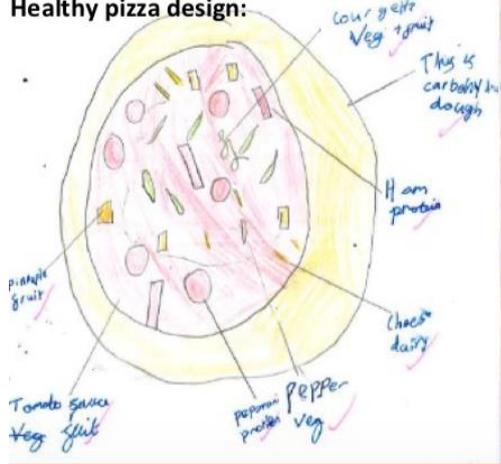
Key Skills:

- Children learn and understand how to prepare and cook a variety of predominantly savoury dishes **safely** and hygienically including, where appropriate, the use of a heat source.
- Children learn and understand how food is processed into ingredients that can be eaten or used in cooking.
- Children begin to learn how to evaluate their products as they are developed, identifying **strengths** and possible **changes** they might make.
- Children learn how to say what they would **change** to make their design even better.
- Children learn to generate ideas for, and design an item with growing confidence, establishing a criteria for a **successful** product and considering its purpose and the user(s).
- Children begin to create more structured plans and designs, labelling accurately and ordering the main stages of making a product, including any equipment or tools they may need.
- Children learn how to use equipment and tools accurately and **safely**.
- Children learn how to think about their ideas as they make **progress** and are willing to **change** things if this helps them to **improve** their work.

Diagrams and Key skills links within the Romans

- Design - Children learn and understand how to prepare and cook a variety of predominantly savoury dishes **safely** and hygienically including, where appropriate, the use of a heat source.
- Children learn and understand how food is processed into ingredients that can be eaten or used in cooking.

Healthy pizza design:



Pizzas baking in the oven:



Design - Children begin to create more structured plans and designs, labelling accurately and ordering the main stages of making a product, including any equipment or tools they may need.

