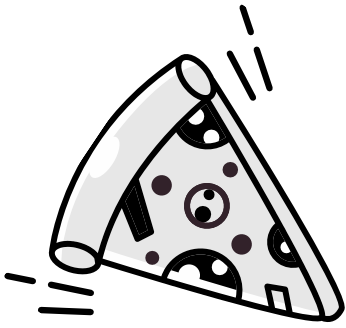


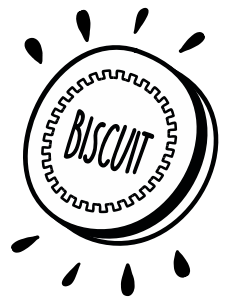
# M&S ARCHIVE



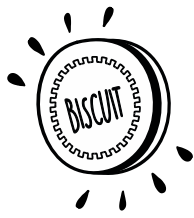
## PACKAGING *Discover and design*

KS1 Teacher's Notes

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# Design & Technology Learning Objectives



## Design

- Design purposeful, functional, appealing products based on design criteria

## Make

- Select from and use a range of materials and according to their characteristics

## Evaluate

- Explore and evaluate a range of existing products
- Evaluate ideas and products and participate in peer evaluation

**Cross-curricular links:** Speaking and listening, persuasive writing, science – healthy eating

## Summary

Pupils will look at biscuit tins and think about how shape, colour and texture have been used in the design. They will also discuss the qualities of different biscuits, and the words we can use to describe these qualities. After looking at other sources for inspiration, pupils will design their own packaging. As a group, pupils will then discuss the resulting designs and identify elements they like best.

This pack can be used as a half day workshop or extended into a series of lessons.

## You will need (not supplied with this pack):

- Examples of food packaging – boxes, wrappers, cartons, bottles, bags etc of different types and materials
- Craft equipment – scissors, glue, colour pens/pencils


## Resources supplied with this pack:

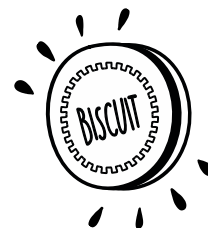
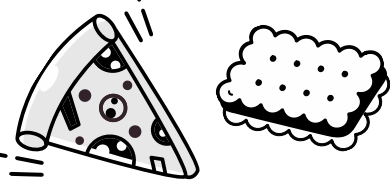
- Classroom PowerPoint slides
- Films x2: What is the M&S Archive?, M&S Investigating Packaging
- Printable worksheets and image packs



# Plan



Time mins	Activity	Content	Resources
0-2	Intro film	What is the M&S Archive? Our Education Officer will show you around the archive and explain what we do and why.	What is the M&S Archive film
2-10	Food Packaging	Starter discussion <b>Q. Why do we put food in packaging?</b> <b>Q. What different types of food packaging can you think of?</b>	Slide 3
10-35	Let's Investigate	WATCH film: M&S Investigating Packaging Split pupils into groups and give each group a biscuit tin. Ask pupils to answer key questions. Groups present their tin to the class, explaining what they like/dislike about the design.	Slide 4  M&S Investigating Packaging film, Food packaging and/or biscuit tin images (included)
35-40	You're the designer!	Pupils will design their own biscuit tin, using the same process as our designers at M&S.  Create a brief with your class tailored to your topic or activity.	Slide 5
40-50	Name your biscuit!	Show the slide of three different biscuits. Ask pupils to think of adjectives to describe each one. Write nouns and adjectives in columns on the board as they are suggested. Pupils can pick one word from each column to name their biscuit. Add a column for types of biscuits.	Slide 6  Name your biscuit slide and/or worksheet
50-75	Design your biscuit tin	Pupils will create a design for a biscuit tin inspired by the tins from the archive.  Print off the collage images included in this resource for pupils to cut and stick.	Slide 7-8  Biscuit tin design worksheet, collage materials, glue, scissors, pens
75-90	Evaluate!	Self and peer evaluation Pupils can evaluate their own work by thinking about; <ul style="list-style-type: none"> <li>• What went well?</li> <li>• What would you do differently next time?</li> </ul> Peer review activity – pupils review each others' designs	Slide 9  



## **Intro film: What is the M&S Archive?**

This is a short film to give context to the learning resources as part of the archive collection. Our Education Officer will show you around the archive and explain what we do and why.

Suggested opening questions after watching the film;

**Q. Who has heard of M&S?**

**Q. Who has been inside an M&S shop?**

**Q. Do you think that M&S is a big company or small company?**

- There are around 900 M&S stores in the UK
- We have stores in 45 different countries around the world

**Q. Do you think it is an old company or new company?**

- M&S was established in 1884 in Leeds Market

**Q. Why is it important to keep and look after things from the past?**

- So that we can learn about what life was like for people in the past
- To help us to understand how and why something has happened
- To inspire us and give us ideas for the future

You can find out more about the history of the business on our website and our My Learning pages – see Useful Links at the end of the Teachers Notes.

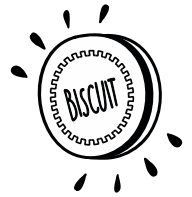
# Food Packaging: Discover and Design

Class discussion/enquiry question

Slide 3

**Q. Why do we put food in packaging?**

**Q. What different types of food packaging can you think of?**



Packaging helps to;

- Protect products
- Preserve products – help them to stay fresh
- Make transportation and storage easier
- Carry information about products – some of which is required by law\*
- Make products attractive
- Communicate with customers, telling them about the product quickly and effectively using design

\* Information required by law:

- the name of the food
- a 'best before' or 'use by' date
- any necessary warnings e.g. allergens, choking hazard
- net quantity information (weight or volume)
- a list of ingredients
- the name and address of the UK business responsible for the information on the food or, if the business is not established in the UK, the name and address of the importer
- the country of origin, if required
- any special storage conditions
- instructions for use or cooking, if necessary

More information can be found here <https://www.gov.uk/food-labelling-and-packaging/food-labelling-what-you-must-show>

## Extension ideas

- Categorise packaging by material – plastic, paper etc
- Discuss why certain information is required by law on food packaging

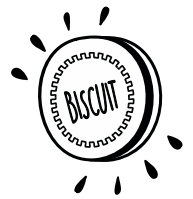
# Let's investigate

Slide 4

**You will need:** Examples of food packaging and biscuit tins and/or images of biscuit tins (included), M&S Investigating Packaging film.

**WATCH** M&S Investigating Packaging film.

- **Split pupils into groups** and give each group a biscuit tin image or actual packaging if you have some.
- **Key questions:** Ask pupils to answer the key questions on Slide 3, the aim is to draw out how the design communicates with the customer.
  - What is the object?
  - How do you know what it is?
  - What colours and shapes can you see?
  - Does it have any textures?
  - Who is it for?\*
  - What different types of information can you find? Look for writing, symbols, pictures, numbers.



\*Who is the tin aimed at and how did they work this out? This is how design works to make products appealing to particular customers.

- **Groups present** their tin to the class, explaining what they like/dislike about the design.

## Extension ideas

- Groups list all the information they have found, and see which group has the longest list.



# You're the designer!

Pupils will design their own biscuit tin, using the same process as our designers at M&S.

**Create a brief** with your class tailored to your topic or activity. Your brief can be very open and simple or can be more complex – it's up to you.

Example provided in the powerpoint:

Your design will;

- be for a decorative biscuit tin
- contain the name of the biscuit
- use only 3 colours

Feel free to tailor this brief for your class on slide 5 of the Classroom PowerPoint slides.



# Name your biscuit!

Slide 6

**You will need:** Name your biscuit slide and/or worksheet\*

- Show the slide of three different biscuits.
- Ask pupils to think of adjectives to describe each one.
- Ask pupils to think of biscuit-related nouns.
- Write nouns and adjectives in columns on the board as they are suggested.
- Add a column for types of biscuit.

Pupils pick one word from each column to name their biscuit. For example:

<b>Adjectives</b>	<b>Nouns</b>	<b>Type</b>
crunchy	chocolate	biscuit
sweet	caramel	bar
crumbly	fruit	bite
creamy	toffee	finger
chewy	vanilla	cookie

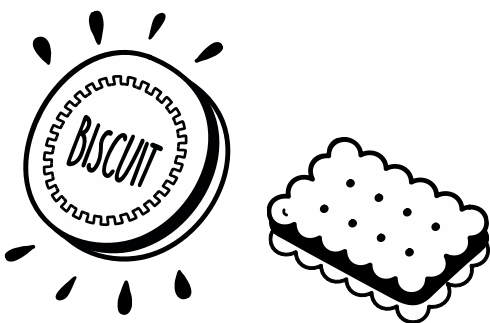
\*this can be a whole class, group or individual activity



# Design your biscuit tin

**You will need:** Biscuit tin design worksheet, printed collage images, other collage materials if needed, glue, scissors, pens.

- Pupils create a design for a biscuit tin inspired by the tins from the archive.
- This can be a drawn or collaged design.
- Print off the collage images included in this resource for pupils to cut and stick.
- Remind pupils to refer to the design brief as they go.



# Evaluate!

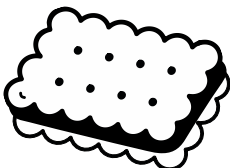
## Self evaluation

Pupils can evaluate their own work by thinking about;

- What went well?
- What would you do differently next time?

## Peer review activity

- Ask pupils to stand in a circle with their designs
- All face the middle of the circle
- Place designs on the floor at their feet and push gently into the middle of the circle
- Pupils now walk slowly round the circle so they can see what everyone has done
- Once back to their starting point they can sit down
- Ask pupils which designs they like and why



# Resource Evaluation Form

We hope you've enjoyed using this resource. To make sure that we're providing the best resources that we can, we'd be grateful if you could answer the following questions and let us know how we're doing.

**School name:**

**Date you used the resource:**

How did you find out about the resource?

How does this resource link to your classroom activities or planning?

What did you like most about the resource?

What would you change?

Would you recommend the M&S Archive resources to colleagues?

Why?

**Thank you for your comments**

Please email your answers to [archive@mands.com](mailto:archive@mands.com)

or post to M&S Archive, Michael Marks Building,

University of Leeds, LS2 9JT



# M&S ARCHIVE

## Useful information

M&S Archive Schools Resources

<https://archive.marksandspencer.com/learning/schools>

M&S Archive resources with My Learning

<https://mylearning.org/collections/the-mands-company-archive>

## Contact us

Comments, feedback and questions very welcome!

[archive@mands.com](mailto:archive@mands.com)

