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| Learning journey | Design Technology | Food – (culture and seasonality - linked to Ancient Greece) | Year 5 – Spring 2 |  |
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| Building on prior learning | Theme overview | Preparing for future learning | Vocabulary | |
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| <p>In Year 4, children will learn to:</p> <p>Design: Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Making: Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating: Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Technical skills: Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.</p> | <p>The pupils will know: How to safely prepare food using a range of technical skills. Know that cuisine can be influenced by different cultures.</p> <p>The pupils will study: The foods eaten in the Greece. They will consider how the climate affects the food people eat but that science (i.e. refrigeration and freezing) and travel allows food to be transported easily across the World.</p> <p>They will learn: How to prepare foods using the skills of chopping, peeling, heating and blending.</p> <p>They will investigate: The flavours and textures of different ingredients to consider what makes good combinations within a meal.</p> <p>They will study: How to incorporate a range of healthy food items to create an interesting dish.</p> | <p>In Year 6, children will learn to:</p> <p>Design: Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p>Making: Make, decorate and present the food product appropriately for the intended user and purpose.</p> <p>Evaluating: Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Understand how key chefs have influenced eating habits to promote varied and healthy diets.</p> <p>Technical skills: Understand about seasonality in relation to food products and the source of different food products. Know and use relevant technical and sensory vocabulary.</p> | <p>Key vocabulary that the children will be taught / use during the unit:</p> <p>ingredients,</p> <p>yeast, dough, bran, flour, wholemeal, unleavened, baking soda,</p> <p>spice, herbs</p> <p>fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied,</p> <p>gluten, dairy, allergy, intolerance,</p> <p>savoury, source, seasonality utensils,</p> <p>,</p> | <p>combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p> <p>design specification</p> <p>innovative, research, evaluate, design brief</p> |

NC coverage and HWJS skills development

National curriculum coverage for Design and Technology

Pupils should be taught to: Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

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

Details of the national curriculum links that relate to the unit being taught

Knowledge organisers

This contains the key knowledge that the children will be taught during the unit of work – this should match up with the knowledge organiser overview

1. Year Groups
Years
5/6

2. Aspect of D&T
Food
Focus
Celebrating culture and seasonality

4. What could children design, make and evaluate?
bread pizza savoury biscuits
savoury scones savoury muffin
cereal snack soup other – specify

5. Intended users
themselves younger children parents
older people grandparents visitors
people with special dietary needs
consumers from a variety of cultures
other – specify

6. Purpose of products
festival celebration special event for sale
food for travel picnic visit other – specify

16. Possible resources
information about food from around the world
video clips of foods in the context of where they come from, used and eaten
range of relevant examples of foods to taste and evaluate
basic recipes
suitable equipment and utensils to make and cook recipes such as:
weighing scales,
measuring jugs, bowls, spoons – various sizes, baking trays, parchment paper, plastic film

17. Key vocabulary
ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs
fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality
utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble
design specification, innovative, research, evaluate, design brief

7. Links to topics and themes
Festivals Cultures/Celebrating Diversity
Celebrations Special Events Seasons
Sustainability Food Our Local Community
other – specify

8. Possible contexts
home school leisure culture
traditions enterprise healthy eating
local environment/community sustainability
wider environment global citizenship
other – specify

9. Project title
Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose)
To be completed by the teacher. Use the project title to set the scene for children's learning prior to activities in 10, 12 and 14.

3. Key learning in design and technology
Prior learning
• Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.
• Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.
Designing
• Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.
Making
• Write a step-by-step recipe, including a list of ingredients, equipment and utensils
• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
• Make, decorate and present the food product appropriately for the intended user and purpose.
Evaluating
• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
• Understand how key chefs have influenced eating habits to promote varied and healthy diets.
Technical knowledge and understanding
• Know how to use utensils and equipment including heat sources to prepare and cook food.
• Understand about seasonality in relation to food products and the source of different food products.
• Know and use relevant technical and sensory vocabulary.

10. Investigative and Evaluative Activities (IEAs)
• Children use first hand and secondary sources to carry out relevant research into existing products to include personal/cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients. This could include a visit to a local bakery, farm, farm shop or supermarket e.g. *What ingredients are sourced locally/in the UK/from overseas? What are the key ingredients needed to make a particular product? How have ingredients been processed? What is the nutritional value of a product?*
• Children carry out sensory evaluations of a variety of existing food products and ingredients relating to the project. The ingredients could include those that could be added to a basic recipe such as herbs, spices, vegetables or cheese. These could be locally sourced, seasonal, Fair Trade or organic. Present results in e.g. tables/graphs/charts and by using evaluative writing.
• Use a range of questions to support children's ability to evaluate food ingredients and products e.g. *What ingredients help to make the product spicy/crisp/crunchy etc? What is the impact of added ingredients/finishes/shapes on the finished product?*
• Research key chefs and how they have promoted seasonality, local produce and healthy eating.

12. Focused Tasks (FTs)
• Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.
• Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.
• Techniques could be practised following a basic recipe to prepare and cook a savoury food product.
• Ask questions about which ingredients could be changed or added in a basic recipe such as types of flour, seeds, garlic, vegetables. Consider texture, taste, appearance and smell.
• When using a basic dough recipe, explore making different shapes to change the appearance of the food product e.g. *Which shape is most appealing and why?*

14. Design, Make and Evaluate Assignment (DMEA)
• Develop a design brief and simple design specification with the children within a context that is authentic and meaningful. This can include design criteria relating to nutrition and healthy eating.
• Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for.
• Ask children to generate a range of ideas encouraging innovative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's product.
• Using annotated sketches, discussion and information and communication technology if appropriate, ask children to develop and communicate their ideas.
• Ask children to record the steps, equipment, utensils and ingredients for making the food product drawing on the knowledge, understanding and skills learnt through IEAs and FTs.
• Evaluate the work as it progresses and the final product against the intended purpose and user reflecting on the design specification previously agreed.

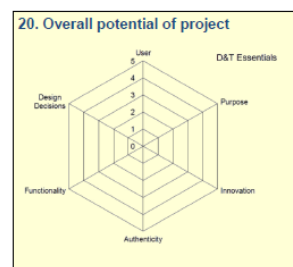
11. Related learning in other subjects
• **Mathematics and computing** – making use of mathematical and computing skills to present results of sensory evaluations graphically, handling and interpreting data.
• **Spoken language** – developing relevant vocabulary including sensory descriptors. Give well-structured explanations.
• **Science** – using and developing skills of observing, questioning, changing state of ingredients.
• **Geography** – distribution of natural resources i.e. food.
• **Computing** – use technology purposefully to retrieve digital content.

13. Related learning in other subjects
• **Science** – properties of materials and changes of state.
• **Mathematics** – measuring mass kg/g. Understand and use approximate equivalences between metric and imperial units.
• **Spoken language** – new technical vocabulary.

15. Related learning in other subjects
• **Mathematics** – measurement of mass kg/g; understand and use approximate equivalence of metric and imperial units.
• **Art and design** – using and developing drawing skills.
• **Spoken language** – articulate and justify answers and opinions. Listen and respond to adults and peers.
• **Writing** – purpose of writing e.g. for planning and evaluation.
• **Mathematics** – measurement of mass kg/g.
• **Science** – recognise the impact of diet on the way their bodies function.

18. Key competencies
problem-solving teamwork negotiation
consumer awareness organisation motivation
persuasion leadership perseverance
other – specify

19. Health and safety
Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products.



HWJS skills development

Design:

•Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.

Making:

•Write a step-by-step recipe, including a list of ingredients, equipment and utensils
 •Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.

Evaluating:

•Carry out sensory evaluations of a range of relevant products and ingredients.

•Record the evaluations using e.g. tables/graphs/charts such as star diagrams.

Technical skills:

•Know how to use utensils and equipment including heat sources to prepare and cook food.

Years 5/6 Food
Celebrating culture and seasonality

Instant CPD



Tips for teachers

- ✓ When rubbing in flour and fat, keep ingredients and hands cool.
- ✓ The purpose of kneading bread is to strengthen the gluten (the protein in grain such as wheat). It normally takes about 10-12 minutes by hand. When ready the dough will be smooth, elastic and hold its shape.
- ✓ When developing a product e.g. soup, that requires chopping and slicing of ingredients refer to the Y3/4 Food Project Planner.
- ✓ Limit the number of ingredients added to the basic recipe and discuss when is the best time to add the new or changed ingredient(s).
- ✓ Emphasise the importance of accurate weighing and measuring.
- ✓ Some supermarkets and bakeries will allow children to visit. This could be linked to an enterprise project with a class-based food company.
- ✓ Children could design packaging for their food products as part of work on structures linked to mathematics.
- ✓ Carry out a survey to find out which cultural/seasonal food products are preferred by family and friends.
- ✓ For homework, encourage children to grow edible plants such as herbs.

Useful resources at www.dete.org.uk:

- Christmas ginger biscuits
 - CPD Resources Primary INSET Guides
- Other useful web-based resources:
- <http://education.staf.fordshire.gov.uk/Curriculum/Subjectareas/D/assignment/Technology/Primary/Support/Datafile/>
 - <http://www.foodsfactoflife.org.uk>
- DfE Association publications:
- Primary Helpsheets - Unit 5B Food - Bread; Unit 5D Food - Biscuits
 - Primary Lesson Plans - Unit 5B Food - Bread; Unit 5D Food - Biscuits
- Please note that these publications are based on previous National Curricula.

Possible products



Possible techniques that children could use



Sensory evaluation

When carrying out sensory evaluations of products and/or separate ingredients, begin with a whole class activity then use group work to develop ideas.

Example of a recording table:

| Type of cultural/seasonal Food product | Appearance | Smell | Texture | Taste |
|----------------------------------------|--------------|-------------|---------|--------|
| Savoury scone | Golden/rough | Fresh/baked | Crumbly | Cheesy |
| | | | | |
| | | | | |

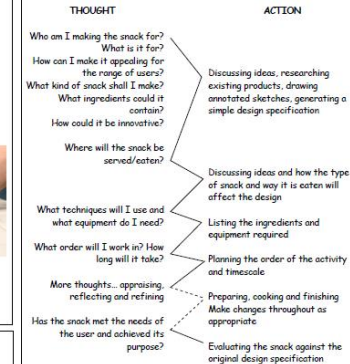
Children can also use simple ranking and rating tables as well as star diagrams.

Use **packaging and/or the internet** to find out about the nutritional content of the food products and the ingredients. Link this to the principles of a healthy and varied diet.

Edible plants grown in the school grounds can also be evaluated and considered as potential ingredients for products the children will later design, make and evaluate. The benefits/difficulties of selecting seasonal, organic and/or locally sourced ingredients can be discussed here.

Designing, making and evaluating a yeast-based snack for parents and children participating in the school sports day

An iterative process is the relationship between a pupil's ideas and how they are communicated and clarified through activity. This is one example of how the iterative design and make process might be experienced by an individual pupil during this project:



Glossary

- **Finishing** - related to the appearance of the product - shape, decoration and colour.
- **Rubbing in** - rubbing the dry ingredients together with the fat, lifting to put air into the mixture, so that it resembles fine breadcrumbs.
- **Knead** - pulling and squeezing dough to make it smooth.
- **Bran** - the hard protective shell of a grain of wheat.
- **Dough** - a mixture of flour, yeast and water before it is cooked.
- **Endosperm** - the store of food inside a seed.
- **Germ** - part of the seed where the root and shoots grow from.
- **Yeast** - a tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water.
- **Unleavened bread** - flat bread where yeast has not been added.

Connections / deepening understanding

English – instruction writing / following
 Science – materials/properties – utensils made of certain materials due to properties
 Maths – data handling for generating information about favourite ingredients for the class

RADE

UNCRC – article 24
 UNCRC – article 30

Assessment

The pupils will be assessed by considering their ability to show their own ideas through conversation, plans and recipes.
 They will also demonstrate safe use of a range of utensils when preparing their outcome.
 By the end of the unit most children will be able to chop, grate and peel vegetables safely.
 They will use these to prepare a based on what they have learned about food in

Assessment recording for the unit - checking the level of pitch of the work

| <u>Key skill(s)/ knowledge to be assessed by the end of the unit</u> | <u>Lower attaining</u> | <u>Middle attaining</u> | <u>Higher attaining</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Key skills: Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</p> | <p>The pupils can Use ideas from the discussions and research to talk about the possible ingredients they will use in their product.</p> | <p>The pupils can Research some ideas for ingredients using different sources which are appropriate for Greek food. Discuss different ingredients and what they would bring to a dish.</p> | <p>The pupils can Use their own research and preferences from tasting sessions to develop their own ideas for a recipe, inspired by Greece, considering the taste, textures, smells, colours, etc. of their final product.</p> |
| <p>Key skills: Making Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</p> | <p>The pupils can Produce a detailed, labelled drawing of what their product will include and explain where their ideas have come from. Demonstrate using a small selection of utensils safely to prepare ingredients. Explain which properties (colour, texture, flavour) ingredients have which may be good to have in their recipe.</p> | <p>The pupils can Produce a detailed, labelled drawing of what their product will include and a recipe / step-by-step set of instructions for their meal. Use a selection of utensils safely to prepare a range of ingredients. Explain which properties (colour, texture, flavour) ingredients have. Explain the influence for their choices.</p> | <p>The pupils can Create a comprehensive recipe which can be followed to make their product. Use a knife competently to prepare a range of ingredients. Clearly explain how to use these safely in their own words. Explain which properties (colour, texture, flavour) ingredients have and how these can be used to develop an interesting meal.</p> |
| <p>Key skills: Evaluating Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</p> | <p>The pupils can Talk about the ingredients they liked or disliked and how this will affect what they use in their own product. Produce a simple graph to show favourite ingredients from a class survey. Talk about what is good with their final product and how they would improve it next time.</p> | <p>The pupils can Discuss their possible ingredients and how their tasting session affected their choices for their final product. Explain their preferences when food tasting. Produce a graph to show favourite ingredients from a class survey. Discuss their final product, clearly explaining what was good about it, improvements and how well it met the design brief.</p> | <p>The pupils can Discuss their possible ingredients and how their class survey affected their choices for their final product. Discuss their final product, clearly explaining what was good about it, improvements and how well it met the design brief. Produce data in an appropriate way to show favourite ingredients from a class survey and be able to explain what it shows. Confidently explain their preferences when food tasting. Consider how other people felt about their final product and / or how their own product compared to other ideas.</p> |
| <p>Key knowledge : Technical Skills Know how to use utensils and equipment including heat sources to prepare and cook food.</p> | <p>The pupils can Use some of the vocabulary correctly when talking about their ideas, processes and products. Talk about the ingredients they have used and how they have prepared them.</p> | <p>The pupils can Use key vocabulary correctly to discuss their ideas, processes and products. Discuss, in simple terms, their choices regarding techniques used to prepare ingredients and how this helped to create a good quality final product. Talk about the ingredients they have used and how they are related to Greece</p> | <p>The pupils can Use the key vocabulary correctly when talking about their ideas, processes and products. Confidently discuss the processes involved in each stage of their ingredient preparation and how they ensured they created a good final product. Talk about the ingredients they have used, the relationship with their learning about Greek food and the way they have been used for effect.</p> |

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports.