

Design Technology

Food Technology Year 6

National curriculum	Vocabulary
<p>Design To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design .</p> <p>Make To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world.</p> <p>Cooking and nutrition To understand and apply principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality, and know where and how a variety of ingredients are grown, reared., caught and processed.</p>	<p>Adapted Prepare Baking reared caught Savory Equipment Seasons flavour Slicing Grown Spreading Kneeding Survey Method Taste</p>

Investigate Technical knowledge	Design	Make	Evaluate
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Year 5 / 6

<p>-Carry out research, using surveys, interviews, questionnaires and web-based resources -Know that seasons may affect the food available -Know how food is processed into ingredients that can be eaten or used in cooking -Know that food is grown, reared and caught in the UK Europe and the wider world</p>	<p>-Produce appropriate lists of tools, equipment and materials that they need -Formulate step-by-step plans as a guide to making</p>	<p>-Use techniques that involve a number of steps -Demonstrate resourcefulness when tackling practical problems -A recipe can be adapted by adding or substituting one or more ingredients - Know how to prepare and cook a variety of predominantly savoury dishes safely -Take into consideration hygiene when cooking -Use a heat source -Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>	<p>-Evaluate their ideas and products against their original design specification -Know that recipes can be adapted to change the appearance, taste, texture and aroma</p>
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Learning Objective	Lesson outline
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<p>Lesson 1: Investigate/ Research LO: To research food available during WW2 and understand how this affected recipes and food people ate. DT Skills: -Carry out research, using surveys, interviews, questionnaires and web-based resources -Know that seasons may affect the food available -Know how food is processed into ingredients that can be eaten or used in cooking -Know that food is grown, reared and caught in the UK Europe and the wider world</p>	<p>Research food during WW2 and impact on food shortage. Q. Which foods are rationed? Through teacher led research- Food in World War Two (historylearning.com) - the teacher will bring in items and weigh the weekly allowance for one adult:</p> <ul style="list-style-type: none"> • Bacon and ham (3-4 slices/rashers) 4 oz • Other meats – 2 small chops • Butter 2 oz • Cheese 2 oz • Margarine 4 oz • Cooking fat 4 oz • Milk 3 pints • Plus 1 packet dried milk per month
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- Sugar 8 oz
- Preserves every two months 1 lb
- Tea 2 oz
- Egg (shell egg) 1
- Plus 1 packet dried egg per month
- Sweets 12 oz

The children should identify that this isn't a large amount of food- will then explore the ways people of this time made their food go further.

With a picture of the items the children will write the questions as heading and answer them in their books.

Q. Which foods people encouraged to grow at home?

Q. How seasons would have affected what people could grow?

Q. What food groups did the people have to use?

Research how people altered recipes during the WW2.

Explain that the children will be using the items to recreate a wartime recipe.

Lesson 2: Practical skills

LO: To prepare and cook a sweet dish.

To prepare food safely by considering hygiene.

DT Skills: -Use techniques that involve a number of steps
 - Know how to prepare and cook a variety of predominantly savoury dishes safely
 -Take into consideration hygiene when cooking
 -Use a heat source
 -Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

Food hygiene and following a WW2 recipe (egg less chocolate cake).

Food hygiene video: https://content.twinkl.co.uk/resource/34/5d/t-d-120-ks2-ages-7-11-food-hygiene-and-kitchen-safety-video-lesson_ver_1.mp4?_token=&exp=1653391473~acl=%2Fresource%2F34%2F5d%2Ft-d-120-ks2-ages-7-11-food-hygiene-and-kitchen-safety-video-lesson_ver_1.mp4%2A~hmac=ca33a4bf0e91b13013da7194c2441ee0743ae66ceb438c2e5d7a860f3f43c47c



Focus on prep skills I.e. slicing, grating and measuring.

A success criteria will be created through class discussion.

A class cake will be made.

Lesson 4: Design

LO: To design their own recipe for a WW2 sweet dish).

DT Skills: Produce appropriate lists of tools, equipment and materials that they need
 -Formulate step-by-step plans as a guide to making
 A recipe can be adapted by adding or substituting one or more ingredients

Children can choose recipe from lesson 2. Children will work in groups of three. An eggless cake will be made but with half the ingredients.

An alternative flavour needs adding vanilla pods, strawberry (summer fruit grown) or earl grey (tea) children then need to rename the cake.

Children will then rewrite the recipe ready to create new lesson.

Lesson 5: Make

LO: To make WW2 sweet or Savoury dish using own design (recipe).

To prepare food safely by considering hygiene.

Groups of three will create their cakes following their created recipes

Children follow recipe and make.

Less able children will have a simplified recipe and be sorted by an adult.

More able independently create their cake.

DT Skills: -Use techniques that involve a number of steps
 -Demonstrate resourcefulness when tackling practical problems
 -A recipe can be adapted by adding or substituting one or more ingredients
 - Know how to prepare and cook a variety of predominantly savoury dishes safely
 -Take into consideration hygiene when cooking
 -Use a heat source
 -Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

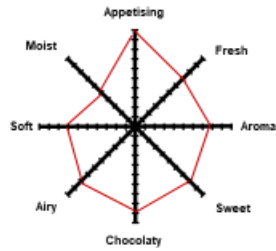
Food hygiene will be reinforced throughout the lesson

Lesson 6: Evaluate

LO: To evaluate product by using criteria.

DT Skills: Evaluate their ideas and products against their original design specification
 -Know that recipes can be adapted to change the appearance, taste, texture and aroma

Tasting session using set criteria to score from.



- Appetising : Very = 10 Not = 1
- Fresh: Very = 10 Not = 1
- Aroma: Appetising = 10 Not = 1
- Sweet : Very = 10 Not = 1
- flavour: Very = 10 Not = 1
- Airy : Very = 10 Not = 1
- Soft : Very = 10 Not = 1
- Moist : Very = 10 Not = 1

Children to try each others and create a star diagram for each cake based on the criteria above.

I books explain that recipes can be adapted and still create a product.

Working towards

End of unit assessment
 Working at Age related expectations

Working at a greater depth