

Years
5/6

Food
Celebrating culture and seasonality

Instant CPD

DESIGN & TECHNOLOGY ASSOCIATION



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.designtechnology.org.uk

- Christmas Ginger Biscuits
- Willy Wonka's Fair Trade Cookies
- Making Bread using the Six Essentials
- Are you Teaching Food in Primary D&T?
- A to Z of D&T
- Make it Safe!

Other useful web-based resources:

- www.foodafactoflife.org.uk

Possible products



Biscuits

Savoury scones

Savoury muffins

Possible techniques that children could use



Mixing to combine ingredients if making savoury muffins or scones

Rubbing in to mix fat and flour if making a yeast-based product

Kneading a bread dough

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	Flavour/Taste	Texture
Savoury Scone	Golden/rough	Fresh/baked	Crumbly	Cheesy

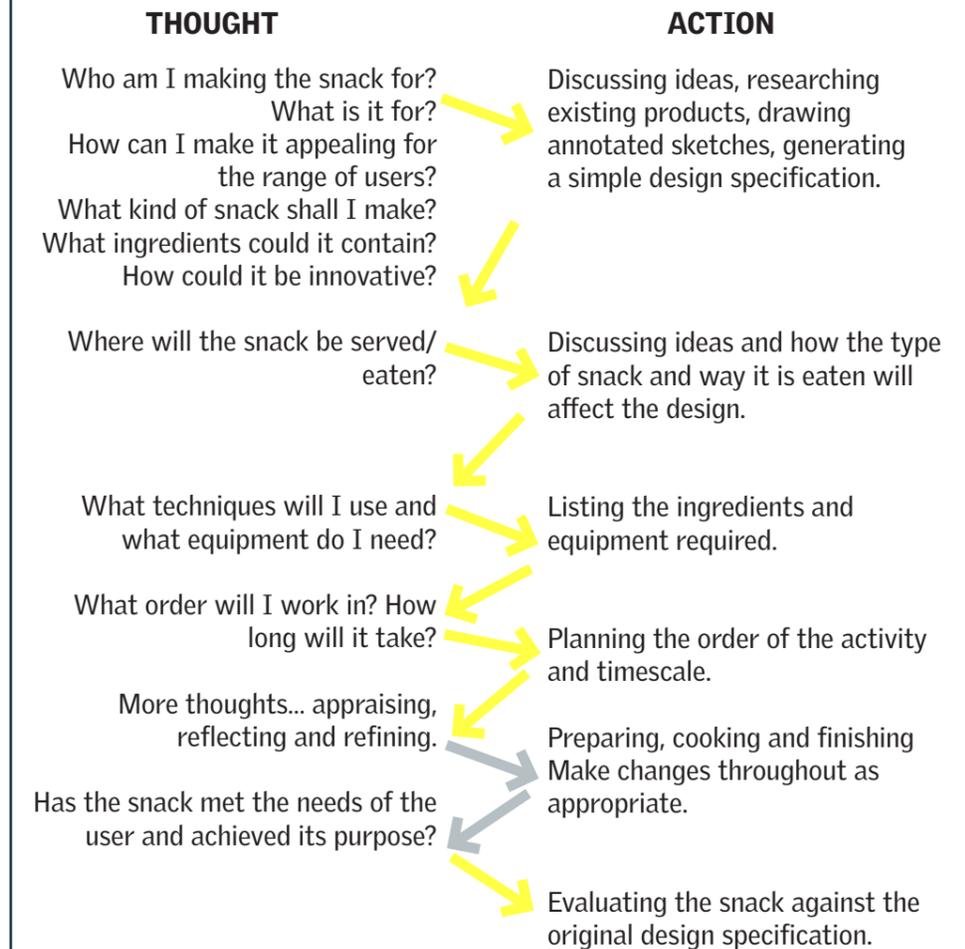
Children can also use simple ranking and rating tables as well as star diagrams.

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 an 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.

1. Year Groups Years 5/6

2. Aspect of D&T Food

Focus

Celebrating culture and seasonality

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.

4. What could children design, make and evaluate?

- | | |
|---|--|
| <input type="checkbox"/> bread | <input type="checkbox"/> cereal snack |
| <input type="checkbox"/> pizza | <input type="checkbox"/> soup |
| <input type="checkbox"/> savoury biscuits | <input type="checkbox"/> other – specify |
| <input type="checkbox"/> savoury scones | |
| <input type="checkbox"/> savoury muffins | |

5. Intended users

- | | |
|---|---|
| <input type="checkbox"/> themselves | <input type="checkbox"/> people with special dietary needs |
| <input type="checkbox"/> younger children | <input type="checkbox"/> consumers from a variety of cultures |
| <input type="checkbox"/> parents | <input type="checkbox"/> other – specify |
| <input type="checkbox"/> older people | |
| <input type="checkbox"/> grandparents | |
| <input type="checkbox"/> visitors | |

6. Purpose of products

- | | |
|---|--|
| <input type="checkbox"/> celebration | <input type="checkbox"/> off-site visits |
| <input type="checkbox"/> picnic | <input type="checkbox"/> healthy living |
| <input type="checkbox"/> lunch boxes | <input type="checkbox"/> other – specify |
| <input type="checkbox"/> sports day | |
| <input type="checkbox"/> religious festival | |

7. Links to topics and themes

- | | |
|---|--|
| <input type="checkbox"/> Festivals | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Cultures/Celebrating Diversity | <input type="checkbox"/> Food |
| <input type="checkbox"/> Celebrations | <input type="checkbox"/> Our Local Community |
| <input type="checkbox"/> Special Events | <input type="checkbox"/> other - specify |
| <input type="checkbox"/> Seasons | |

8. Possible contexts

- | | |
|---|---|
| <input type="checkbox"/> home | <input type="checkbox"/> local environment/ community |
| <input type="checkbox"/> school | <input type="checkbox"/> sustainability |
| <input type="checkbox"/> leisure | <input type="checkbox"/> wider environment |
| <input type="checkbox"/> culture | <input type="checkbox"/> global citizenship |
| <input type="checkbox"/> traditions | <input type="checkbox"/> other - specify |
| <input type="checkbox"/> enterprise | |
| <input type="checkbox"/> healthy eating | |

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.

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.

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.
- **Science** – recognise the impact of diet on the way their bodies function.

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

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.

20. Overall potential of project

