

Lyppard Grange DT Knowledge organiser

Year 5

Food – celebrating culture and seasonality

Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose) – (to be completed by year group)

Examples of possible design and make tasks- Greek taverna / pop up restaurant/ savoury Greek dishes/ vegetable kebabs/ dips



Vocabulary

Ingredients, spice, herbs, fat, sugar, carbohydrates, protein, vitamins, nutrition, varied, seasonality,

Year 5 objective- Celebrating culture and seasonality

Key knowledge

- Particular dishes are associated with different cultures and places
- Some ingredients are easier to grow in some parts of the world than others and are often found in dishes where they originate e.g. olives
- Some ingredients are more available at certain times of the year than others
- Know how to use utensils and equipment (including heat sources) to prepare and cook food e.g. knead, beat, rub and mix ingredients
- Know how to use equipment/ utensils safely and hygienically

- Generate ideas through research and discussion to develop a design brief and specification
- Explore a range of initial ideas and make design decisions
- Use annotated sketches to develop ideas
- Write a step-by-step recipe including a list of key ingredients, equipment and utensils
- Select and use appropriate equipment to measure and combine ingredients accurately
- Make, decorate and Present the food product appropriately for the intended user
- Carry out evaluations of products and ingredients, recording evaluations (e.g. tables/ graphs/ charts/ star diagrams)
- Evaluate the product taking into account the views of others

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.

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.

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.

Peeling-

Teach children to peel away from themselves while using a peeler.



Grating-



Do not grate every bit of food. It is best to leave a small chunk at the end to hang on to. This means the fingers are not pressed against the grater.

Cutting-



The claw



The bridge



fork secure

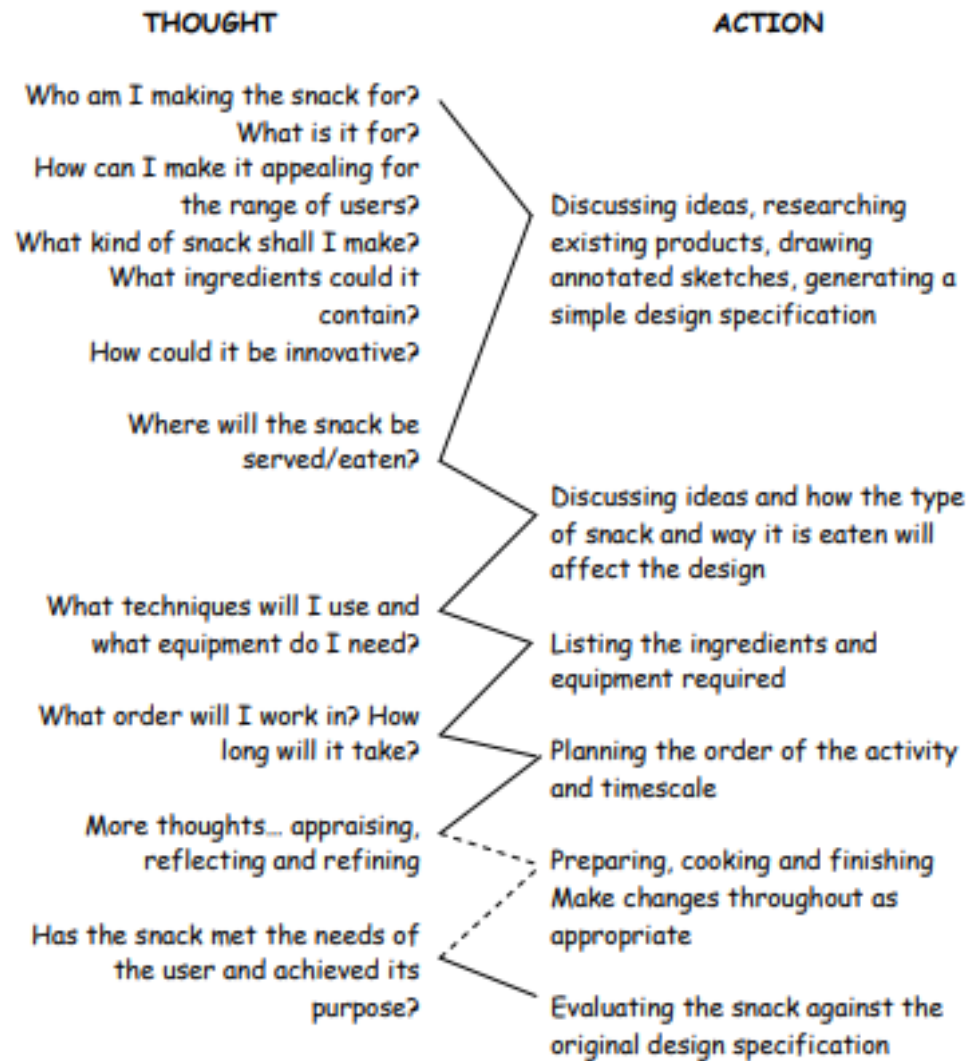


Mixing



Rubbing in to mix fat and flour

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:



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.

Top Tips-

- Emphasise the importance of accurate measuring
- Children could design packaging for their food products
- Carry out a survey to find out which cultural/ seasonal foods are preferred by family and friends.

This follows on from-
Year 4

Key knowledge

- Know how to use equipment and utensils safely to prepare and combine food
- e.g. peeling, chopping, grating, slicing, mixing, spreading, kneading and baking
- To know that food is grown, reared and caught.
- To know that a healthy diet is made up from a balance of food groups (eat well plate)
- That to be active and healthy food needs to provide energy for the body

Key skills

- Develop design criteria through discussion including appearance, taste, texture and aroma
- Use annotated sketches to develop ideas
- Plan the stages of a recipe listing utensils, ingredients and equipment
- Select and use appropriate equipment/ utensils to combine ingredients including chopping boards, weighing scales, graters, measuring jugs, baking trays.
- Select from a range of ingredients to make food products
- Carry out evaluations of a range of products and ingredients. Record evaluations using tables or graphs.
- Evaluate product against design criteria taking account of the views of others when identifying improvements

Year 5 objective- Healthy and varied diet (including cooking and nutrition requirements for ks2)

Key knowledge

- Particular dishes are associated with different cultures and places
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- Know how to use utensils and equipment (including heat sources) to prepare and cook food e.g. knead, beat, rub and mix ingredients
- Know how to use equipment/ utensils safely and hygienically

- Generate ideas through research and discussion to develop a design brief and specification
- Explore a range of initial ideas and make design decisions
- Use annotated sketches to develop ideas
- Write a step-by-step recipe including a list of key ingredients, equipment and utensils
- Select and use appropriate equipment to measure and combine ingredients accurately
- Make, decorate and Present the food product appropriately for the intended user
- Carry out evaluations of products and ingredients, recording evaluations (e.g. tables/ graphs/ charts/ star diagrams)

- Evaluate the product taking into account the views of others

**This leads onto-
Year 6 objective-**

Key knowledge

- To know about the benefits of whole grain flour, opposed to a plain flour and the reasons why some types of bread, such as wholemeal, are healthier than others and can be a source of carbohydrate in a healthy balanced diet
- To know the different tools and ingredients typically involved in breadmaking and the steps involved in the breadmaking process. Kneading is pulling and squeezing dough to make it smooth.
- Dough is a mixture of flour, yeast and water before it is cooked.

Key skills

- Evaluate a range of bread through taste to inform own design criteria, considering appearance, flavour, texture and ingredients.
- Record evaluations using e.g. tables/graphs/ charts/ star diagrams
- Make design decisions to develop final product
- Write a step-by-step recipe including ingredients, equipment and utensils
- Make, decorate and present the food product for the intended purpose and user
- Evaluate the final product taking into account the views of others when identifying improvements

