



Scheme of Learning for Design Technology



Phase	KS1 Year 3 and 4 Cycle A
Strand	
Leader	F Parish Principal G Matthews – Design Technology

• DESIGN TECHNOLOGY – Year 5 and 6

Main Strand/Concepts	Identify and Social Justice – Design Technology will link to other subjects within this context, however where this is not appropriate it will be taught discreetly.	
Prior Learning Links	<i>In Key Stage 1 key Concepts taught are:</i>	
Main enquiry question/s	Come Dine With Me - What is in a Tudor cheese pie?	
ITH m	<p style="text-align: right;"><u>National Curriculum</u></p> <p>Design</p> <ul style="list-style-type: none"> ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	
Learning Objective	<p>To know how to stay safe and hygienic when working with food.</p> <p>To know how to chop and boil foods to a desired affect.</p> <p>To know some techniques fore peeling, chopping, grating, mixing, spreading and baking</p> <p>To know what a balanced diet is.</p>	
1 st Concept Research/ prototype	<p><i>To research different types of cheese.</i></p> <p><i>To research different types of foods eaten in the Tudor times.</i></p>	
Subject Specific Vocabulary	Core Knowledge – what do we want the list these for the comptweition children to know?	Suggested learning activities – What key experiences?

<p>Carbohydrates Protein Staple – foods that can be storied such as rice/ potatoes Nutrient</p>	<p>To know the basic food groups. To know which foods give which food group in a diet. To know the importance of nutrients to our bodies. Explore different ways of making food appealing.</p>	<p><i>Session 1: Introduce the session with the children explain that we are going to be having a Come Dine With Me competition. Tell the children they will work in small groups to make a Tudor meal – we will then invite Mrs Parish to see which is the best tasting/ looking dish to be the winner. Explain to the children that they are going to make a Tudor cheese pie - show the children images of a Tudor cheese pie - look at the designs - shape etc How do chefs make their food loo appealing? Look at techniques and list these to save for the competition (Activity 1) Discuss with the children that the main ingredient within the pie is cheese - cheese comes from milk – look at different types of cheese – mild/ cheddar, edam etc Let the children taste the different cheese which do they prefer – which do they think would be best to melt into a pie? Generate data and great charts using the data gathered from the food tasting session. (Activity 2)</i></p> <p><i>Session2 ; Understanding food groups and why they are important, explain to the children that cheese gives us protein and protein forms part of our diet. Look at the other ingredients in the recipe (Including potatoes) and what food groups the ingredients give us to our diet - why are they important to a balanced diet?</i></p>
<p>Assessment questions</p>	<p><i>What are the different food groups? How do they help us to have a balanced diet? Why is it important to have a balanced diet? What techniques make a product appealing? Adding colour/adding height/ adding an odd number</i></p>	<p>https://www.lovebritishhistory.co.uk/2021/07/tudor-tartes-of-cheese.html</p> <p>Resources: Different images of Tudor cheese pies – how are they made to look appealing? Different cheeses to states and discuss Design brief for the come dine with me competition Laptops/ computers – create graphs and charts for the data research collection Images of different cheese tasting session</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations To know how to stay safe and hygienic when working with food. To know how to chop and boil foods to a desired affect. To know some techniques fore peeling, chopping, grating, mixing, spreading and baking To know what a balanced diet is. To know how top prepare and cook food safely and hygiencially.</p>	
<p>2nd Concept Design and Make</p>	<p><i>To design how they want their Tudor cheese pie to loom (Using research of different foods appealing designs)</i> <i>To make their Tudor cheese pie using specific cooking techniques.</i></p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences?</p>
<p>Carbohydrates Protein Staple – foods that can be storied such as rice/ potatoes</p>	<ul style="list-style-type: none"> • Can say how to make a product more appealing through presentation • Can say the ingredients for their Tudor cheese pie. • Can use specific cooking techniques to prepare ingredients – mix, roll, grate. Chop, slice, dice 	<p>Session 3 – Children to design their Tudor cheese pie - agreeing on the presentation with their team – How are they going to wine points for the best presentation of food at the competition - children draw and annotate their work</p>



<p>Nutrient Dice – to cut into small squares contamination</p>	<ul style="list-style-type: none"> Can use a range of techniques to accurately and confidently prepare food. 	<p>Session 4 – children work together to make their Tudor Cheese Pie following the recipe – Adding sliced potatoes to the top of the pie. Techniques: Mix, roll, grate (Cheese), Slice (Potato) chop (Vegetables) Take photos of the children during this stage of the making process. Support the children to bake their pie in the oven, looking closely at timings and checking on their food throughout the cooking time. Ensure children understand the importance of hygiene and introduce cross contamination</p>
<p>Assessment questions</p>	<p>How do we make a Tudor cheese pie? How do we safely prepare a meal? What do we need to think about when working hygienically? How can we use the oven safely to cook a product?</p>	<p>Resources</p> <p>Quiche tin Cheese Bowl Butter Olive oil Shortcrust pastry eggs cutters bowls bun trays</p>
<p><u>Learning Objective:</u></p>	<p><u>Pre Learning Expectations</u> To know how to stay safe and hygienic when working with food. To know how to chop and boil foods to a desired affect. To know some techniques fore peeling, chopping, grating, mixing, spreading and baking To know what a balanced diet is. To know how to prepare and cook food safely and hygienically.</p>	
<p>3rd Concept step by step method and Evaluate</p>	<p><u>To create the step by step process of making their Tudor Cheese Pie.</u></p> <p><u>To evaluate their product using the TASC wheel</u></p> <p><u>To host a Come Dine with Me Competition</u></p>	
<p>Subject Specific Vocabulary</p>	<p>Core Knowledge - What do we want the children to know?</p>	<p>Suggested learning activities – What key experiences?</p>
<p>Carbohydrates Protein Staple – foods that can be storied such as rice/ potatoes Nutrient</p>	<ul style="list-style-type: none"> Children can explain the choices they have made, evaluate their choices and suggest improvements. Children can suggest ways to adapt a recipe to make it better or unique, Children can explain the techniques and method they have taken to create their product, 	<ul style="list-style-type: none"> Session 5 – Review the method for making their Tudor cheese pie - What ingredients and equipment did they need – what was the method for preparing and cooking the pie. Use key skills and technical language during this Session6 – Evaluate the product using the TASC wheel – See separate document for evaluation

Dice – to cut into small squares		
Assessment questions	<p>What adjustments would you make and why?</p> <p>How can the appearance of the food be improved?</p> <p>How can the taste of the food be improved?</p> <p>Did your product meet the design brief?</p>	<p>Evaluation questions</p> <p>Step by step methods recording sheets</p>

<p>Seasonality:</p> <p>To know that many countries have national dishes which are recipes associated with that country.</p> <p>To know that process food means food which has been through multiple changes in a factory.</p>
<p>Nutrition:</p> <p>Describe how recipes can be adapted to change appearance, taste, texture, aroma</p> <p>Explain how there are different substances in food / drink needed for health</p> <p>Identifying the nutritional differences between different products and recipes</p> <p>Identifying and describing healthy benefits of food groups</p> <p>To know that a recipe can be adapted to make it healthier by substituting ingredients</p> <p>To know that a nutritional calculator can be used to see how healthy a food option is</p> <p>To understand that cross-contamination means bacteria and germs have been passed on to ready-to-eat foods and it happens when these foods mix with raw meat or unclear objects</p>
<p>How to make (Technical)</p> <p>Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source with adult supervision</p> <p>Use range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</p>
Year 5

<p>Seasonality:</p> <p>To know that many countries have national dishes which are recipes associated with that country.</p> <p>To know that process food means food which has been through multiple changes in a factory.</p> <p>To know what happens to certain food before it ends up on a supermarket shelf.</p> <p>Origin of the food refers to where the food was originally sourced from.</p> <p>Imported foods cost money and is reflected in the cost of the product, meaning these foods often cost more. Foods are imported by planes or boats</p>
<p>Nutrition:</p> <p>To understand that it is important to wash fruit and vegetables before eating to remove any dirt or insecticides.</p> <p>When food is prepared we must consider cross contamination. Contamination is when different food groups, from the five food groups, touch the same surface including unwashed hands. For example, if you cut raw meat on a surface and then use the same equipment to cut fresh fruit and vegetables. Cross contamination can spread germs and cause illness.</p>
<p>How to make (Technical)</p> <p>Use a sharper chef's knife for cutting meat on a chopping board.</p> <p>Use a wide range of kitchen skills including rolling pastry, peeling potatoes and grating ingredients.</p> <p>Cook on a hob with greater independence.</p> <p>Cook foods in an oven on a baking tray. Work efficiently to a timescale.</p> <p>Draw on prior knowledge on food hygiene and contamination knowledge when cooking</p>
Year 56