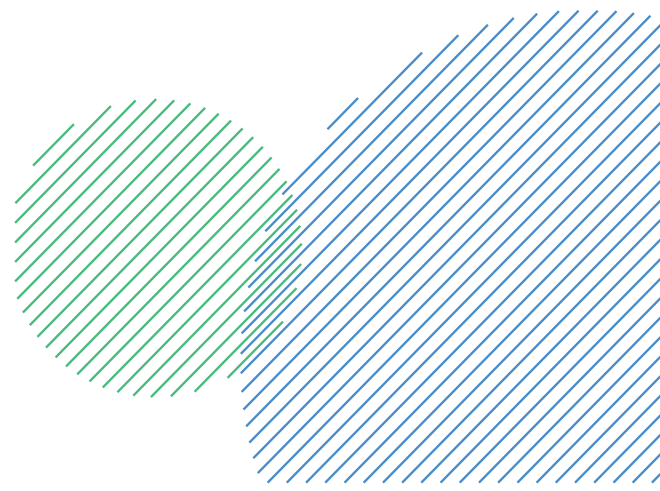




# Scheme of Learning for Design Technology



<b>Phase</b>	KS2 Year 5 and 6 Cycle B
<b>Strand</b>	<b>Sustainability, Impact on the world</b>
<b>Leader</b>	F Parish Principal G Matthews – Design Technology

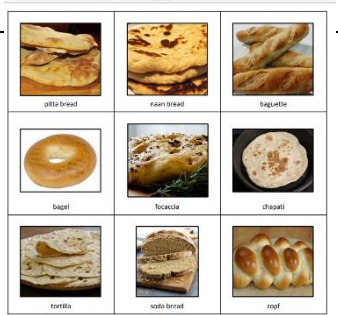







• DESIGN TECHNOLOGY – Year 4

<b>Main Strand/Concepts</b>	<b>Sustainability, Impact on our world– Design Technology will link to other subjects within this context, however where this is not appropriate it will be taught discreetly.</b>											
<b>Prior Learning Links</b>	<p><i>In Key Stage 1 key Concepts taught are:</i></p> <ul style="list-style-type: none"> <li>• Vegetables contain vitamins and minerals</li> <li>• Processed food is food that has been treated in some way to preserve or change it</li> <li>• Many processed foods contain additives or high quantities of salt or sugar which is unhealthy</li> </ul>											
<b>Main enquiry question/s</b>	<b>Why are our diets so different?</b>											
<b>Programme of Study NC Requirements</b>	<u>National Curriculum</u>											
	<p><b>Cooking and nutrition</b></p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <p><b>Key stage 2</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="1792 539 2157 587">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="1792 587 1973 635">Know:</th> <th data-bbox="1973 587 2157 635">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1792 635 1973 715">Some foods and key ingredients from other cultures</td> <td data-bbox="1973 635 2157 715">Make, roll and cook a flatbread</td> </tr> <tr> <td data-bbox="1792 715 1973 842">How other cultures' food can be nutritious</td> <td data-bbox="1973 715 2157 842">Prepare a range of vegetables</td> </tr> <tr> <td></td> <td data-bbox="1973 842 2157 842">Present foods to a high standard</td> </tr> </tbody> </table>	At the end of this block, pupils will ...		Know:	Be able to:	Some foods and key ingredients from other cultures	Make, roll and cook a flatbread	How other cultures' food can be nutritious	Prepare a range of vegetables		Present foods to a high standard
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	Present foods to a high standard											
<b>Prior Learning for Concept 1</b>	<ul style="list-style-type: none"> <li>• Vegetables can be prepared using a range of techniques: • ribboning • slicing • dicing • grating</li> <li>• A healthy diet includes a range of vegetables and ingredients</li> <li>• The visual appeal of food can be improved by: • including a variety of colours • adding height • adding odd numbers of ingredients</li> <li>• Eating a variety of colours of vegetables ensures that we obtain the range of vitamins the body needs</li> </ul>											

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Learning Objective		
<p style="text-align: center;">1<sup>st</sup> Concept Research:</p> <p><b>Lesson 1 – How are foods different in other parts of the world?</b></p> <p><b>Lesson 2 - What ingredients are in a mezze bowl? – looking closely at the nutritional value of these ingredients</b></p>		<p><b><u>DT project: To make a mezze bowl with a range of salad vegetables</u></b></p> <ul style="list-style-type: none"> <li>To understand how food is different in different parts of the world (Eastern and Mediterranean parts of the world)</li> <li>To know what ingredients are in a mezze bowl.</li> </ul>
Subject Specific Vocabulary	Core Knowledge – what do we want the children to know?	Suggested learning activities – What key experiences?
<p><b>Tier 2 -</b> Ingredient Country Food groups Balanced Diet</p> <p><b>Tier 3 –</b> Knead Unleavened Nutrition</p>	<ul style="list-style-type: none"> <li>To know the meaning of Mezze</li> <li>To know some of the key countered that tend to share food.</li> <li>To know some culinary traditions of the eastern and <i>Mediterranean countries</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Look at 3 different countries and discuss how the food originates from this area –E,G Italy – pizza, England fish and chips etc (Focus on middle east and the Mediterranean countries)</li> <li>Children need to be able to name some of the countries and know they culinary styles of food found there.</li> <li>Define this term and identify Middle Eastern and Mediterranean countries on a world map. Explain that the culinary traditions of these countries include dishes of a variety of ingredients which are intended to be shared. – teach the children some of the countries that share food.</li> <li>Look at different foods from this part of the world - has anyone ever tried any of these foods before?</li> <li>Teach the children what Mezze means and explain that we are going to be making a mezze bowl – look at some images of mezze bowls - what ingredients are in them?</li> <li>Discuss the nutritional value of this dish? Is there a lot of salt/ sugar? How do we know?</li> </ul>
Assessment questions	<ul style="list-style-type: none"> <li>Where is the middle east?</li> <li>Name some Mediterranean countries?</li> <li>What ingredients are in a mezze bowl?</li> <li>How healthy is a mezze bowl?</li> <li>What nutrition's can be in them?</li> </ul>	<p>Resources:</p> <p>Link to Video: <a href="https://vimeo.com/691911145/923ec185d2">https://vimeo.com/691911145/923ec185d2</a></p>
Learning Objective	<p><b>Pre-Learning Expectations – concept 2</b></p> <ul style="list-style-type: none"> <li>Vegetables can be prepared using a range of techniques: • ribboning • slicing • dicing • grating</li> <li>A healthy diet includes a range of vegetables and ingredients</li> <li>The visual appeal of food can be improved by: • including a variety of colours • adding height • adding odd numbers of</li> </ul>	

	ingredients <ul style="list-style-type: none"> <li>Eating a variety of colours of vegetables ensures that we obtain the range of vitamins the body needs</li> <li></li> </ul>	
2 <sup>nd</sup> Concept <b>Design and step by step method</b>	<b><u>DT project: To make a home made mezze bowl</u></b> <ul style="list-style-type: none"> <li><u>To design my home made mezze bowl</u></li> <li><u>To know the step by step process to make my home made mezze bowl</u></li> </ul>	
<b>Subject Specific Vocabulary</b>	<b>Core Knowledge - What do we want the children to know?</b>	<b>Suggested learning activities – What key experiences?</b>
<b>Tier 2 -</b> Ingredient Country Food groups Balanced Diet  <b>Tier 3 –</b> Knead Unleavened Nutrition	<ul style="list-style-type: none"> <li>To know how to make a dish appealing to others</li> <li>To know the different types of vegetables to include in a mezze bowl</li> <li>To know what a mezze bowls consist of #To know how to make a</li> <li>To know yogurt is a form of good bacteria</li> </ul>	<ul style="list-style-type: none"> <li>Children to design their own home made mezze bowl - what is their favourite vegetables for salads?</li> <li>Provide children with a ranger of salad vegetables to design and create their own mezze bowl</li> <li>Discuss with the children how we can make the mezze bowl appealing by looking at the textures of different vegetables and colours.</li> <li>Children to create their own designing by choosing their ingredients and bread type.</li> <li>Explain to the children what good bacteria is – in yoghurts (Top make a sauce such as harissa)</li> <li>Children to create a step by step proces s to make their mezze bowl</li> </ul>
Assessment questions	<ul style="list-style-type: none"> <li>What is harissa?</li> <li>Why is natural yoghurt good for you?</li> <li>How can you make your mezze bowl more appealing to others?</li> </ul>	Resources: CUSP materials – different types of bread.  Link to Video: <a href="https://vimeo.com/691911145/923ec185d2">https://vimeo.com/691911145/923ec185d2</a>
	<b>Pre Learning Expectations Concept 3</b> <ul style="list-style-type: none"> <li>Ultra-processed food is less healthy than fresh food Vitamins, fibre and protein are nutrients the body needs and can be found in a range of fresh food.</li> <li>Healthy alternatives to processed food can be created from fresh ingredients.</li> </ul>	



<p>3rd Concept Make and Evaluate</p> <p><b>X 1 lesson make</b> <b>X 1 lesson evaluate</b></p>	<p><b><u>DT project: To make a home made mezze bowl</u></b></p> <p><i>To make my home made mezze bowl</i> <i>To evaluate my home made mezze bowl</i></p>	
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Core Knowledge - What do we want the children to know?</b></p>	<p><b>Suggested learning activities – What key experiences?</b></p>
<p><b>Tier 2 -</b> Ingredient Country Food groups Balanced Diet</p> <p><b>Tier 3 –</b> Knead Unleavened Nutrition</p>	<ul style="list-style-type: none"> <li>To know how a mezze dish is made.</li> <li>To know how to make their dish appealing to others.</li> <li>To know what nutritional value is in their dish.</li> <li>To know where mezze dishes originate from.</li> <li>To know how to cut vegetables safely for their mezze dish.</li> </ul>	<ul style="list-style-type: none"> <li>Children to use their designs to create their mezze bowl.</li> <li>Model to the children the different skills to cut their vegetables</li> <li>Discuss with the children how the different vegetables add nutritional value to their dish.</li> <li>Children to use the yogurt to create a dip for their mezze bowl – ensure children understand how this give us good bacteria – children to have a choice of two different dips - tahini/ harissa</li> <li>Children to share their mezze bowl with parents – invite parent’s in for a tasting sessions and support children in the making process - get the children to present their mezze bowl to parent’s explaining what ingredients are in it why they choose these specially and what nutrients they have within their dish.</li> <li>Children to evaluate their work with parent’s and peers using CUSP grid</li> </ul>
<p>Assessment questions</p>	<ul style="list-style-type: none"> <li>What ingredients are in your mezze bowl?</li> <li>What nutritional ingredients do you have in your dish?</li> <li>How did you make your yoghurt dip?</li> <li>How could you enhance the look of your dish?</li> <li>What would you change?</li> </ul>	<p>Resources:</p> <p>Link to Video: <a href="https://vimeo.com/691911145/923ec185d2">https://vimeo.com/691911145/923ec185d2</a></p> <div data-bbox="1814 1021 2184 1260"> <p>Work with a partner to discuss and evaluate the food you have made </p> <p>Task 2:</p> <p>Explain the steps you completed and the techniques you used to make the flatbread with garlic butter. </p> <p>Explain your choices of ingredients for your open sandwich (Smørrebrød). What ingredients did you select and why? </p> <p>If you made the mezze bowl again, what would you do differently and why? </p> <p>Which dish were you most pleased with and why? </p> <p><small>CUSP Workbook content and design copyright © 2021 Unity Schools Partnership. Curriculum structure and principles © Gloucestershire Education Ltd Images used under license from Shutterstock.com</small></p> </div>