



Scheme of Learning for Design Technology



Sheep Dip Lane
Academy



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

- DESIGN TECHNOLOGY – Year 6

Main Strand/Concepts	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.
Prior Learning Links	<i>In Key Stage 1 key Concepts taught are:</i> <ul style="list-style-type: none"> Vegetables contain vitamins and minerals Processed food is food that has been treated in some way to preserve or change it Many processed foods contain additives or high quantities of salt or sugar which is unhealthy
Main enquiry question/s	Can street foods save us?
Programme of Study NC Requirements	<u>National Curriculum</u>
	<p>Cooking and nutrition</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>Key stage 2</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Prior Learning for Concept 1	<ul style="list-style-type: none">
Learning Objective	

<p>1st Concept Research: Lesson 1 – How are foods different in other parts of the world? (Mexico) Lesson 2 - to know what ingredients are in burritos/ to know what these ingredients bring int terms of nutrients to a burrito</p>		<p><u>DT project: to make a Mexican burrito.</u></p> <p><i>To know what a burrito is and the types of street food sold in Mexico. To know the ingredients within a burrito and what nutrients they bring.</i></p>
Subject Specific Vocabulary	Core Knowledge – what do we want the children to know?	Suggested learning activities – What key experiences?
<p>Tier 2 - Ingredient Country Food groups Balanced Diet</p> <p>Tier 3 – Street food Culture Nutrient</p>	<ul style="list-style-type: none"> To know the different types of food that can be street foods. To know how sugar effects the body and creates a sense of craving for more. To know the ingredients for a burrito. To know what nutrients some vegetables bring. 	<ul style="list-style-type: none"> Discuss that many cultures around the world have different tastes and textures for food focus on Mexico – find this in a map discuss where it is. – discuss that Mexico sell lots of street foods such as tacos and burritos (Show images of packaging of this type of food) Explore the culture of Mexican food – what do they all have in common – look at images and ingredients Discuss with children what a snack is – get the children to discuss in groups what snacks they eat - Oracy discussion – Are all snacks un healthy? - discuss with children the effects of surgery snack son the body (Link back to prior knowledge in KS1) discuss how the sugar in food leaves us craving more. Is sugar good for our bodies? How do we keep a balanced diet? What foods provide us with good nutrients? Children to record the snacks they eat – see CUSP examples sheet at the end Display a range of ingredients such as tomatoes, courgette, mangetout, lettuce, spinach, carrots, spring onions, roasted peppers, kidney beans and cheese. Can pupils identify all of these ingredients? Can they identify any specific nutrients the ingredients contain? (Link back to prior knowledge from ks1) - children to record key ingredients and the nutrients they bring – see CUSP sheet
Assessment questions	<ul style="list-style-type: none"> What is street food? How is the Mexican diet being negativity influenced? What is a burrito? What effect to simple sugars have on the body? 	<p>Resources: Link to Video: https://vimeo.com/691934914/58a5eb1037 https://www.kids-world-travel-guide.com/mexico-facts.html</p>

Learning Objective	Pre-Learning Expectations – concept 2 The UK diet is influenced by a range of different cultures The wider the range of vegetables we include in our diet, the wider the range of nutrients we take in	
2 nd Concept Design and step by step method	<u>DT project: To make a home made burrito.</u> <ul style="list-style-type: none"> • <u>To design my home made burrito.</u> • <u>To know the step by step process to make my home made burrito.</u> 	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Tier 2 - Ingredient Country Food groups Diet Tier 3 – Street food Culture Nutrient	<ul style="list-style-type: none"> • To know what a burrito is made from. • To know what street food is and what street foods are sold in Mexico. • To know the ingredients within a burrito. • To know what nutrients are in their vegetables for burrito. 	<ul style="list-style-type: none"> • Review the ingredients within a burrito - tell the children that to make a burrito we need to include some of our vegetables - taste test the vegetables that can be tasted – create a graph and gather data on the vegetables that are the most popular to include. • Children to decide on the ingredients for their burrito - children to record what nutrients each of their ingredients bring to their healthy snack. • Discuss with the children the different food groups and discuss how healthy this is for our body. • Children to create their final design with the ingredients labelled and the nutritional value they bring added • Review with the children how we make the burrito - create our own step by step to follow.
Children	<ul style="list-style-type: none"> • What is street food? • How is the Mexican diet being negatively influenced? • What is a burrito? • What effect do simple sugars have on the body? 	Resources: Link to Video: https://vimeo.com/691934914/58a5eb1037
Pre Learning Expectations Concept 3 The UK diet is influenced by a range of different cultures The wider the range of vegetables we include in our diet, the wider the range of nutrients we take in		
3 rd Concept Make and Evaluate X 1 lesson make X 1 lesson evaluate	<u>DT project: To make a home made burrito.</u> <u>To make my home made burrito.</u> <u>To evaluate my home made burrito.</u>	

Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
<p>Tier 2 - Ingredient Country Food groups Balanced Diet</p> <p>Tier 3 – Culture Street food nutrient</p>	<ul style="list-style-type: none"> • To know what a burrito is. • To know what ingredients are in a burrito. • To know how to use a claw and ribbon technique. • To ribbon dice and slice vegetables to create a burrito. • Evaluate the burrito with parents 	<ul style="list-style-type: none"> • Review all the ingredients from previous discussion - review their nutritional value? • Review with the children the claw and ribbon technique (Previous key staged learning) remind children how to ribbon dice and slice vegetables – remodel to children these skills previously learnt • Children to use these skills to cut their own vegetables for their burrito - skills/ photos taken • Continue with making the burrito – parent workshop for children to share their burrito with 1 family member • Evaluate their work together
<p>Assessment questions</p>	<ul style="list-style-type: none"> • What adjustments would you make to you snack and why? • What did you like and dislike about your burrito and why? • Which skills have you developed in your food tech project? • Which skills would you like to develop further 	<p>Resources:</p> <p>Link to Video: https://vimeo.com/691934914/58a5eb1037</p>