

Year 56 A1 Design Technology - Food 2017 – Food Creating a Healthy Soup WW2 Rationing.

Key Skills to be covered:	
Taken from Level 4	Taken from Level 5
<p>1a Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources.</p> <p>1b Develop and explain ideas clearly with design objectives</p> <p>1c Plan, suggesting a sequence of actions or alternatives if needed</p> <p>1d Communicate design ideas in different ways</p> <p style="padding-left: 20px;">I generate ideas by collecting and using information.</p> <p>I take the views of users' into account when designing my products.</p> <p>I produce step-by-step plans.</p> <p>I communicate alternative ideas using words, labelled sketches and models showing that I am aware of the constraints of my design.</p> <p>2a Select tools, techniques and materials</p> <p>2b Suggest alternative ways of making a product if the first attempt fails</p> <p>2c Explore the sensory qualities of materials and how to use them.</p> <p>2d Measure, mark out, cut and shape materials accurately</p> <p>2e Use finishing techniques to strengthen and improve the appearance of the product.</p> <p>2f Follow safe procedures for food safety and hygiene</p> <p>My food product uses a selection of ingredients to meet an identified need. (e.g. lunchtime snack, healthy sandwich, low gluten).</p> <p>I work in a safe and hygienic way.</p> <p>My food is well presented and packaged using other DT skills.</p> <p>I persuade others to take an interest in my product by using my persuasive writing skills that describe the qualities of my product.</p> <p>3a Reflect on work in relation to intended use (and users') and identify improvements needed,</p> <p>3b Carry out appropriate tests first</p> <p>3c Recognise quality depends on how something is made and if it meets its intended use.</p> <p style="padding-left: 20px;">I reflect on my designs and develop them bearing in mind the way they will be used.</p> <p>I identify what is working well and what can be improved.</p> <p>4a Learn how the working characteristics of materials affect the way they are used</p> <p>4b Learn how materials can be combined and mixed to create more useful properties</p> <p>I understand that some foods may not be eaten raw, as it is unsafe.</p> <p>I understand that cooking alters the flavour and texture of foods and use this knowledge in my designs.</p>	<p>1a Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources.</p> <p>1b Develop and explain ideas clearly with design objectives</p> <p>1c Plan, suggesting a sequence of actions or alternatives if needed</p> <p>1d Communicate design ideas in different ways</p> <p>I draw on and use various sources of information.</p> <p>I use my understanding of familiar products to help develop my own ideas.</p> <p>I work from my own detailed plans, modifying them where appropriate.</p> <p>I clarify my ideas through discussion, drawing and modelling.</p> <p>I communicate my ideas.</p> <p>2a Select tools, techniques and materials</p> <p>2b Suggest alternative ways of making a product if the first attempt fails</p> <p>2c Explore the sensory qualities of materials and how to use them.</p> <p>2d Measure, mark out, cut and shape materials accurately</p> <p>2e Use finishing techniques to strengthen and improve the appearance of the product.</p> <p>2f Follow safe procedures for food safety and hygiene</p> <p>I use my science knowledge of micro-organisms to store and prepare food properly.</p> <p>I use my science knowledge of irreversible changes to create food products that combine to make a new material, that I can then describe using its sensory qualities.</p> <p>3a Reflect on work in relation to intended use (and users') and identify improvements needed,</p> <p>3b Carry out appropriate tests first</p> <p>3c Recognise quality depends on how something is made and if it meets its intended use.</p> <p style="padding-left: 20px;">I reflect on my designs and develop them bearing in mind the way they will be used.</p> <p>I test and evaluate my products, showing that I understand the situations my products will have to work.</p> <p>I am aware that resources may be limited (budget, time, availability)</p> <p>I evaluate my products and how I used information sources to inform my design.</p> <p>4a Learn how the working characteristics of materials affect the way they are used</p> <p>4b Learn how materials can be combined and mixed to create more useful properties</p> <p>I use proportions and ratio to produce recipes of my food product, scaling up and down for different quantities.</p>
National Curriculum Links:	
Pupils should be taught to:	
Design:	
Make:	

Year 56 A1 Design Technology - Food 2017 – Food Creating a Healthy Soup WW2 Rationing.

Evaluate:

-

Cross-curricular links, especially opportunities for Literacy, Numeracy and ICT within teaching:

Computing:

Literacy:

Writing Opportunities:

- Children can write recipes based on the ingredients and processes needed to make their soups. Information texts based on WW2 rationing and persuasive writing and posters based on the importance of growing own food and rationing.

Maths:

Links to measures in Maths and also money and addition when costing the recipes and measuring out the ingredients.

Extended Opportunities including possible visits/visitors and local connections:

Visits/Visitors:

Local information:

Links to the school kitchen and the school chef.

Year 56 A1 Design Technology - Food 2017 – Food Creating a Healthy Soup WW2 Rationing.

	Key objectives as questions	Key Skills that can be covered	Possible activities including use of Computing and Technology	Outcomes/Evidence that teaching has taken place
1	<ul style="list-style-type: none"> • What skills do we need to be successful in design technology? • How can the skills we learn in Technology help us with cooking and recipe making? • What would you like to learn during our healthy food/soup topic? 	<p>1a Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources. 1b Develop and explain ideas clearly with design objectives <i>1a Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources.</i> <i>1b Develop and explain ideas clearly with design objectives</i> 1c Plan, suggesting a sequence of actions or alternatives if needed 1d Communicate design ideas in different ways</p> <p>I generate ideas by collecting and using information. I take the views of users' into account when designing my products.</p>	<p>Children fill in knowledge and skills and understanding grid using the lesson questions to inform their own knowledge and questioning. What do they know about cooking? Do they cook at home? Ask the children to create a list of their favourite foods as a group. Then as a group ask the children to discuss which foods may be healthy? Which foods might have been available in the past and preference for food?</p>	<ul style="list-style-type: none"> • Children can discuss important skills they have developed and used in technology. • Children know how to apply these skills. • Children can discuss and list areas for development and areas of learning interest. • Children understand the focus of the Healthy soup topic.
2	<ul style="list-style-type: none"> • What was rationing? • How did this affect the diet of the people during WW2? • What makes a healthy and balanced diet? 	<p>1a Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources. 1b Develop and explain ideas clearly with design objectives <i>1a Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources.</i> <i>1b Develop and explain ideas clearly with design objectives</i> 1c Plan, suggesting a sequence of actions or alternatives if needed 1d Communicate design ideas in different ways</p> <p>I generate ideas by collecting and using information. I take the views of users' into account when designing my products.</p>	<p>Ask the children what they can remember about rationing (Can they remember from the work we did on ww2 2 years ago?) . Why do they think rationing was in place during WW2? Which foods do the children think they could live without if they had to?</p> <p>Show the children a ration list and some actual quantities of these items from WW2, ask the children for their views on it. Do they think they could live on their rations? Which foods do the children think might not be rationed? Ask the children to write a list of things they would make off</p>	<ul style="list-style-type: none"> • Children know why rationing existed and what it was. • Children understand how supply of food can affect diet and recipes. • Children know what makes a healthy and balanced diet.

Year 56 A1 Design Technology - Food 2017 – Food Creating a Healthy Soup WW2 Rationing.

			<p>rationing or include in their list of rationed foods.</p>	
<p>3</p>	<ul style="list-style-type: none"> • What are the different types of soups you have tried? • Which ones will have been available during WW2? • Which soups are your favourites and why? • How do you think these soups are made? • How could we make our own soup? 	<p>1a Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources. 1b Develop and explain ideas clearly with design objectives <i>1a Generate ideas after thinking about who will use them and what they will be used for, using information from a number of sources.</i> <i>1b Develop and explain ideas clearly with design objectives</i> 1c Plan, suggesting a sequence of actions or alternatives if needed 1d Communicate design ideas in different ways</p> <p>I generate ideas by collecting and using information. I take the views of users' into account when designing my products. I use my science knowledge of irreversible changes to create food products that combine to make a new material, that I can then describe using its sensory qualities. 3a Reflect on work in relation to intended use (and users') and identify improvements needed, 3b Carry out appropriate tests first</p>	<p>Children talk about and discuss their preferences for soup. Which have they tried and liked? Which soup recipes are available now which may not have been available due to rationing?</p>	<ul style="list-style-type: none"> • Children have tried a range of soups. • Children have discussed preferences and choices. • Children can list and identify ingredients. • Children can plan and dissect the creation of a healthy soup.
<p>4</p>	<p>How do you plan a recipe for a healthy soup? Which flavours combine well to make a tasty soup? How can we cost the recipe and work out how affordable it is? Which tools and equipment are needed for cooking soup?</p>	<p>I use proportions and ratio to produce recipes of my food product, scaling up and down for different quantities. <i>I understand that cooking alters the flavour and texture of foods and use this knowledge in my designs.</i> 2f Follow safe procedures for food safety and hygiene <i>My food product uses a selection of ingredients to meet an identified need. (e.g. lunchtime snack, healthy sandwich, low gluten).</i></p> <p><i>I work in a safe and hygienic way.</i></p> <p>2a Select tools, techniques and materials</p>	<p>Children have to research and list the ingredients in and the recipes for different soups. Which soups may have been about during WW2? Give the children different cans of soup to read ingredients and compile lists of reoccurring recipes can the children find the costs/ do they think it would be cheaper to make their own.</p> <p>Allow the children to try a range of soups discuss their preferences.</p>	<ul style="list-style-type: none"> • Children can develop and cost a recipe for a healthy soup. • Children know which ingredients make a tasty soup/meal. • Children can work out the prices of individual ingredients and completed dishes. • Children identify the correct tools to use when cooking specific recipes.

Year 56 A1 Design Technology - Food 2017 – Food Creating a Healthy Soup WW2 Rationing.

		<p>2b Suggest alternative ways of making a product if the first attempt fails 2c Explore the sensory qualities of materials and how to use them. 2d Measure, mark out, cut and shape materials accurately I take the views of users' into account when designing my products. I use my science knowledge of irreversible changes to create food products that combine to make a new material, that I can then describe using its sensory qualities. 3a Reflect on work in relation to intended use (and users') and identify improvements needed, 3b Carry out appropriate tests first.</p>		
5	<ul style="list-style-type: none"> • How can we make a healthy soup? • Why is it important to follow a recipe? • Why is it important to use and measure food and ingredients carefully (Global Links) 	<p>I use proportions and ratio to produce recipes of my food product, scaling up and down for different quantities. I understand that cooking alters the flavour and texture of foods and use this knowledge in my designs. 2f Follow safe procedures for food safety and hygiene My food product uses a selection of ingredients to meet an identified need. (e.g.. lunchtime snack, healthy sandwich, low gluten).</p> <p>I work in a safe and hygienic way. 2a Select tools, techniques and materials 2b Suggest alternative ways of making a product if the first attempt fails 2c Explore the sensory qualities of materials and how to use them. 2d Measure, mark out, cut and shape materials accurately I take the views of users' into account when designing my products.</p>	<p>Discuss which ingredients are healthy and which would work well in a soup recipe, which herbs, spices and seasoning could be added? Ask the children how ingredients could be used/produced and sourced so they are economically and environmentally sustainable. Children plan their soup recipe so that their soups can be made.</p>	<ul style="list-style-type: none"> • Children know how to create recipes. • Children know how to use and follow recipes carefully. • Children can measure ingredients carefully. • Children understand how food use and wastage must be monitored in the world.
6	<ul style="list-style-type: none"> • What have you learnt during this topic? 	<p>I use proportions and ratio to produce recipes of my food product, scaling up and down for different quantities.</p>	<p>Make the soup based on the agreed recipe. Model the process of making soup to the children so that they can</p>	<ul style="list-style-type: none"> • Children can evaluate their progress. • Children can discuss their successes and limitations.

Year 56 A1 Design Technology - Food 2017 – Food Creating a Healthy Soup WW2 Rationing.

	<ul style="list-style-type: none"> • How might the cooking influence your diet at school and home? • What would you like to learn in the future? 	<p>I understand that cooking alters the flavour and texture of foods and use this knowledge in my designs</p> <p>. 3c Recognise quality depends on how something is made and if it meets its intended use.</p> <p>I reflect on my designs and develop them bearing in mind the way they will be used.</p> <p>I test and evaluate my products, showing that I understand the situations my products will have to work.</p> <p>I am aware that resources may be limited (budget, time, availability)</p> <p>I evaluate my products and how I used information sources to inform my design.</p>	<p>produce their own soups in their groups.</p> <p>Children evaluate their recipe and their finished product.</p> <p>Children complete the knowledge, skills and understanding grids from lesson 1. What have the children learnt how would they adapt their recipes and products in the future?</p>	<ul style="list-style-type: none"> • Children discuss the projects they would like to complete and the skills they would like to develop in the future.
--	--	--	--	--