

1. Year Group
Year 5
 (See MTP for weekly breakdown)

2. Aspect of D&T
Food
Focus
Celebrating culture and seasonality

4. What could children design, make and evaluate?
 Menu for Soul Food Café – Parent Event

5. Intended users
 Parents/Carers
! Letters must be sent prior to commencing the unit to children to ascertain allergies or dietary requirements. This must also be done for parents/carers prior to the event !

6. Purpose of products
 To provide food at a special event for parents showcasing what they have learnt in DT, Music & History whilst studying USA.

16. Possible resources
 information about food from the USA
 video clips of foods in the context of where they come from, used and eaten
 range of relevant examples of foods to taste and evaluate
 basic recipes of dishes from the USA
 suitable equipment and utensils to make and cook recipes such as: weighing scales, measuring jugs, bowls, spoons – various sizes, baking trays, parchment paper, plastic film
 Letters must be sent prior to

17. Key vocabulary
 ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs
 fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality
 utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble
 design specification, innovative, research, evaluate, design brief

3. Key learning in design and technology
Prior learning
 • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet.
 • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.

Designing
 • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
 • Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose.
 • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Making
 • Write a step-by-step recipe, including a list of ingredients, equipment and utensils
 • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
 • Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating
 • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
 • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
 • Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical knowledge and understanding
 • Know how to use utensils and equipment including heat sources to prepare and cook food.
 • Understand about seasonality in relation to food products and the source of different food products.
 • Know and use relevant technical and sensory vocabulary.

7. Links to topics and themes
 Cultures/Celebrating Diversity
 Special Events
 Food

8. Possible contexts
 Home/school; culture; traditions; healthy eating

9. Project title – Soul Food Café
 Design, make and evaluate range of American dishes to select items to cook for parents/carers at the Soul Food Café event

10. Investigative and Evaluative Activities (IEAs)

- Children use first hand and secondary sources to carry out relevant research into a range of typically American dishes. **The history and provenance of the dishes is to be highlighted and explored.**
- Children should reflect on their own personal preferences also whilst reflecting on ways to ensure the meals they are investigating form part of a healthy diet, meet dietary needs and wherever possible include locally sourced / seasonal or organic ingredients. *What ingredients are sourced locally/in the UK/from overseas? What are the key ingredients needed to make a particular dish? How have ingredients been processed? What is the nutritional value of a product?* Remind children of terms such as food miles, sustainability, local produce (link to global warming unit of Geography) Revisit the Eatwell Plate.
- 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, vegetable or cheese. These could be locally sourced, seasonal, Fair Trade or organic. In maths this information could be used to present results e.g. tables/graphs/charts and in English 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 dish? How would you adapt the dish after tasting it?*

11. Related learning in other subjects

- Mathematics and computing** – making use of mathematical and computing skills to present results of sensory evaluations graphically, handling and interpreting data.
- Spoken language** – developing relevant vocabulary including sensory descriptors. Give well-structured explanations.
- Science** – using and developing skills of observing, questioning, changing state of ingredients.
- Geography** – distribution of natural resources i.e. food.
- Computing** – use technology purposefully to retrieve digital content.

12. Focused Tasks (FTs) – Work in small groups to create 'USA' dishes

- 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 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.
- When creating corn bread using the basic dough recipe, explore making different shapes to change the appearance of the food product e.g. *Which shape is most appealing and why?*

13. Related learning in other subjects

- Science** – properties of materials and changes of state.
- Mathematics** – measuring mass kg/g. Understand and use approximate equivalences between metric and imperial units.
- Spoken language** – new technical vocabulary.

14. Design, Make and Evaluate Assignment (DMEA)

- Develop a design brief and simple design specification to enable them to select a balanced menu of dishes based on those they have explored. This can include design criteria relating to nutrition and healthy eating.
- Discuss the purpose of the dishes that the children will be designing, making and evaluating is to provide an American themed meal and remind them that they will be cooking for their parents.
- 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 final dishes.
- 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 products drawing on the knowledge, understanding and skills learnt through IEAs and FTs.
- Evaluate the work as it progresses and the final dishes and overall menu against the intended purpose and user reflecting on the design specification previously agreed.

15. Related learning in other subjects

- Mathematics** – measurement of mass kg/g; understand and use approximate equivalence of metric and imperial units.
- Art and design** – using and developing drawing skills.
- Spoken language** – articulate and justify answers and opinions. Listen and respond to adults and peers.
- Writing** – purpose of writing e.g. for planning and evaluation.
- Mathematics** – measurement of mass kg/g.
- Science** – recognise the impact of diet on the way their bodies function.

18. Key competencies
 problem solving teamwork negotiation
 consumer awareness organisation motivation
 persuasion leadership perseverance
 other – specify

19. Health and safety
 Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. **Prior to undertaking this project risk assessment should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products. This should be extended to parents also**

20. Web resources for teachers
Eatwell plate
<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>
History of American Food
<https://aaregistry.org/story/soul-food-a-brief-history/>
<https://www.npr.org/sections/thesalt/2014/11/15/364110004/a-journey-through-the-history-of-american-food-in-100-bites?t=1575459696794>
<http://blackfoodie.co/the-humble-history-of-soul-food>
DT Food – BBC Bitesize guide and resources
<https://www.bbc.co.uk/bitesize/topics/z3crd2p>