

Topic: Design and Technology: Cooking and Nutrition – The children will explore the key question ‘How can I ethically make a savoury dish?’.

Term:
Autumn 1

Year:
Unit 4

Duration:
4 Weeks

What will I be learning this half term?

In Unit 4 classes, students have the exciting opportunity to learn about designing, making and evaluating a soup, using ethically sourced and seasonal ingredients.

The children will begin their Long Enquiry by looking at what nutrients are needed for health, before then moving on to tasting a variety of different soups and practising preparation techniques such as chopping, slicing and peeling. The children will then learn about what is meant by seasonal and ethically sourced food. This will then equip them with the knowledge to design their own soups by selecting and ordering their own ingredients within a budget, preparing and making their dish and then evaluating it based on their appearance, flavour, aroma and texture.

Here is my success criteria. This tells me how I can be successful in my learning:

How can I ethically make a savoury dish?		
Week 1 and 2: Exploration		
My goals	I think...	My teacher thinks...
I know that different foods and drinks contain different substances that are needed for health.		
I can make judgements on different seasonal foods on taste, texture, aroma, and appearance.		
I know and can practise some preparation techniques.		
I can explain what the seasonality of food is.	☆☆☆	☆☆☆
I can explain how produce can be ethically sourced.	☆☆☆	☆☆☆



How can I ethically make a savoury dish?		
Week 4: Make		
My goals	I think...	My teacher thinks...
I can use at least two preparation techniques to prepare ingredients for my savoury dish.		
I know how to be safe and hygienic while cooking.		
I can follow my design to make a savoury dish.	☆☆☆	☆☆☆
I can evaluate when I need to make changes or improvements to my design or dish, while preparing or making.	☆☆☆	☆☆☆
I can make judgements on the flavour, aroma, texture, and appearance of my dish.		
I can make judgements on the flavour, aroma, texture, and appearance of other's dishes.		



How can I ethically make a savoury dish?		
Week 3: Design		
My goals	I think...	My teacher thinks...
I select appropriate ingredients within a budget.		
I can select at least one ingredient which is seasonal.		
I can select at least one ingredient which is ethically sourced.		
I can plan how to ethically make a savoury dish.	☆☆☆	☆☆☆



How can I ethically make a savoury dish?		
Week 4: Evaluate		
My goals	I think...	My teacher thinks...
I can evaluate my savoury dish against my design criteria.	☆☆☆	☆☆☆
I can evaluate what challenges I faced when making my dish and explain how I dealt with them.	☆☆☆	☆☆☆
I can explain what I changes I would make if I was to make my savoury dish again.	☆☆☆	☆☆☆

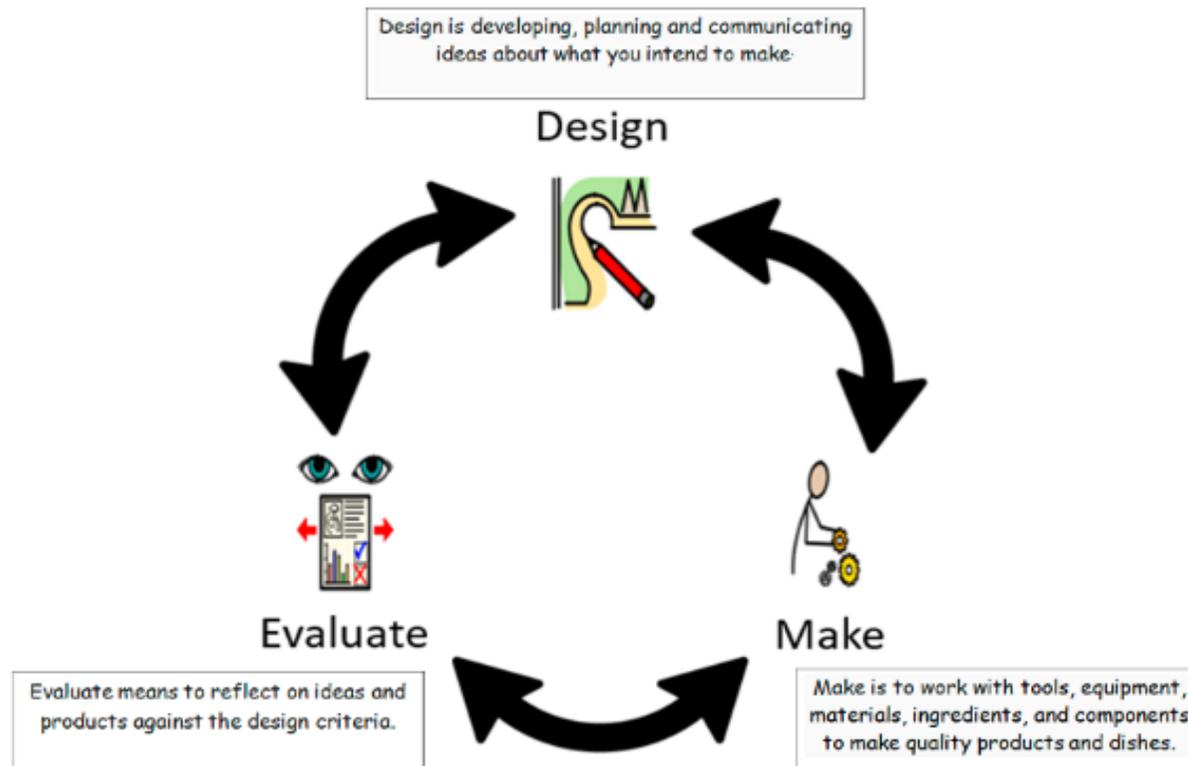


What I have already learnt:

Previously, the children have learnt about what a healthy and balanced diet is by looking at the 'Eatwell Plate'. The children have also previously learnt about what seasonality means and where food comes from—that food is grown, caught, reared or processed. The children have also previously had a go at a variety of preparation techniques such as: chop, mix and knead.

What I will learn in the future: In KS3, children will make a variety of savoury and sweet dishes. They develop essential knife skills which enable them to prepare fruit, vegetables and meat safely and hygienically. Students also learn how to operate the hob and oven safely and effectively to produce good quality dishes. Students are encouraged to adapt existing recipes which enable them to create new and imaginative products while considering nutrition, sustainability, cost and dietary needs.

Over the course of our Long Enquiry we will develop our skills as a designer, maker and evaluator. Design, make and evaluate are the key skills that underpin our learning in DT. It is not a straightforward journey and instead continuous cycle.



Word/phrase	Meaning
Design	Design is developing, planning and communicating your ideas about what you intend to make.
Make	To work with tools, equipment, materials, ingredients, and components to make quality products and dishes.
Evaluate	To reflect on ideas and products against the design criteria.
Design Criteria	The specific and concise requirements that a product must achieve to be successful. This is used to evaluate a product.
Appearance	The way that something looks.
Affordability	That the price is low enough for most people to be able to buy it.
Aroma	Food that has a pleasant smell.
Balanced Diet	Eating a variety of foods from all five different food groups.
Ethically Sourced	That products and ingredients are found or bought through responsible and sustainable methods where farmers or workers are paid fairly, and products have minimised impact on the environment.
Flavour	How food or drink tastes (e.g., sour, sweet, bitter, salty).
Produce	Fruits and vegetables.
Savoury Food	Food that belongs to the category of salty or spicy rather than sweet.
Seasonal Food	Food that can be harvested and is ready to eat in a particular season.
Texture	The way that something feels when you touch it or taste it (e.g., soft, slimy, rough, smooth).