



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Design and Technology	Great British Foods	6	Summer 1	6 hours
End of KS2 Objectives	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p>			
Cooking and Nutrition				
End of Unit objectives	<p>I know the origins of some traditional English savoury dishes.</p> <p>I can cut and chop vegetables safely.</p> <p>I can combine ingredients and follow a recipe</p> <p>I can name some English desserts.</p> <p>I understand their RDA for sugar and how to identify the sugar content on food packaging.</p>			

		<p>I can understand the seasonality of different British fruits</p> <p>I know how oats are grown, harvested and produced.</p> <p>I know some traditional Scottish dishes and their main ingredients.</p> <p>I can design/follow a simple recipe.</p> <p>I know some traditional Welsh dishes and their main ingredients.</p> <p>I can give my opinion of different ingredients.</p> <p>I can follow and adapt a given recipe.</p> <p>I understand what 'cuisine' means.</p> <p>I understand that the cuisine of different countries can influence and be similar to each other.</p> <p>I can research, record and share my knowledge.</p> <p>I understand that different food products have different 'shelf lives'.</p> <p>I understand how to plan and cost a meal.</p> <p>I can give general kitchen health and safety advice.</p>
Vocabulary	Design	Range of ideas, Collect information, Different sources, Produce, Detailed, Step by step plan, Explain, Appeal, Specific audience, Product, Design
	Make	Use, Make, Specific tool, Specific task, Correctly, Safely, Explain, Specific action, Change work
	Evaluate	Suggest, Alteration plans, Positive features, Drawbacks, Evaluate, Appearance, Function
	Cooking	Hygienic, Safe, Kitchen, Collect, Prepare, Meal, Ingredients

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	To learn about and make some national English savoury dishes	<p>What is a national dish? Think, pair, then share your ideas. A national dish consists of food that is strongly associated with a particular country. Why do you think different countries each have their own national dishes? Explain that national dishes are usually made from locally available foodstuffs, and are an important part of the country's identity.</p> <ul style="list-style-type: none"> • Use a map to display the three countries that make up Great Britain. <p>What types of food does the phrase, 'great British dishes' make you picture? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> • Explain that today we are going to focus on national savoury dishes from England. What does savoury mean? • Look at some popular English dishes. Can you name them and any of their ingredients? Which of these dishes have you eaten before? Which of these dishes do you like, and why? • Look in more detail at the origins of each of the dishes, and discuss how healthy the children think each dish is. • Tell the children that today they are going to make a national English dish. Before they begin, use the following slides to look at and discuss some health and safety issues in a kitchen setting. <p>Activity</p> <p>As an independent group, children first read and discuss the Peeling, Grating, Chopping and Mashing Sheet, then follow the detailed instructions on Cottage Pie Recipe Card A.</p> <p>Questions for assessment</p> <p>Do children know the origins of some traditional English savoury dishes?</p> <ul style="list-style-type: none"> • Can children cut and chop vegetables safely? • Can children combine ingredients and follow a recipe? 	<p>Planbee</p> <p>slides</p> <p>Cooking Safety Sheet</p> <p>Peeling, Grating, Chopping and Mashing Sheet</p> <p>Cottage Pie Recipe Card A/B</p> <p>Ploughman's Lunch</p> <p>Information Sheet (FSD? activity only)</p> <p>Taste Test Recording Sheet (FSD? activity only)</p> <p>Ploughman's Lunch Design Sheet (FSD? activity only)</p>

Lesson 2	1 hour	To know about and make some traditional English sweet dishes	<p>Show children two pictures, and ask them which is a desert, and which is a dessert?! Explain that a good way to remember which spelling is which is to think that you always want a second helping of a delicious dessert – that’s a second ‘s’!</p> <ul style="list-style-type: none"> • Dessert is the last part of a meal, and can come in many forms: cakes, biscuits, puddings and pies. Can you think of any popular English desserts? Look at some examples. Can you name any of their ingredients? Which of these desserts have you eaten before? Which of these desserts do you like? • Do you think these desserts are healthy or unhealthy, and why? Think, pair, then share your ideas. • Tell the children that many desserts are considered unhealthy, due to their high sugar content. Look at the RDA (Recommended Daily Allowance) values for sugar. Explain that sugar occurs naturally in many foods, so we can often consume a lot of our RDA before we even get to dessert! • Look at an example of the nutritional values diagram that can be found on packaged food, and discuss what the figures and colours represent. On the next slide, look at the sugar content in the English desserts from the earlier slides. Are you surprised by the amount of sugar in each dessert? • Explain that desserts you buy in shops often have surprising amounts of added sugar, but if you make your own at home, you can take control of how much sugar you add. Fruit is a common ingredient in desserts, partly due to its naturally occurring sweetness. Look at some fruits that grow well in Britain’s climate and weather conditions. How many can you identify? • Tell the children that fruit is seasonal. Look at a table which shows when different British fruits are in season. Explain that many of these fruits can be used to create a national English dessert called ‘crumble’. This is a fruit dish with a topping of flour and fat which has been rubbed together to make a breadcrumb texture. 	<p>Planbee slides Cooking Safety Sheet Peeling and Cutting Methods Card Fruit Crumble Recipe Card A/B/C Eton Mess History and Recipe Sheet (FSD? activity only) Eton Mess Challenge Cards (FSD? activity only) Design Sheet (FSD? activity only) Seasonal Fruit Chart (FSD? activity only)</p>
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Lesson 3	1 hour	To learn about and make some national Scottish dishes	<p>Tell the children that today we are going to focus on national dishes from Scotland. Can you name any dish that is traditionally Scottish? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> • Explain that oats have been a staple crop in Scotland since the Middle Ages. This is because, unlike crops such as wheat and maize, oats can grow in damp conditions with limited sunlight – the Scottish climate is perfect for this! • Use the following slides to show children how oats are grown, harvested and processed. • Look at the ingredients and history of some popular national dishes that use oatmeal as an ingredient – porridge, haggis, cranachan and oatcakes. • Tell the children that they are going to be making some Scottish-inspired food today. Ask them to remind each other how to keep their work area hygienic and safe before they begin. 	Planbee slides Teacher Suggestions Sheet Oatcake Topping Design Sheet A/B/C Request Cards Shortbread Recipe Sheet (FSD? activity only)
Lesson 4	1 hour	To learn about and make some national Welsh dishes	<p>Tell the children that today we are going to focus on national dishes from Wales. Can you name any dish that is traditionally Welsh? Think, pair, then share your ideas.</p>	Planbee

			<ul style="list-style-type: none"> • Explain that sheep farming is a large part of the economy of Wales. In 2017, the human population of Wales was estimated at 3.1 million. How many sheep do you think there are in Wales? • Tell the children that there are over 10 million sheep in the country! Therefore, sheep farming is extremely important in Wales. Do you know what the meat of a sheep is called? <ul style="list-style-type: none"> • Explain that lamb is the meat of a sheep that is less than one year old, whilst mutton is the meat of an adult sheep. Lamb is a very popular ingredient in Welsh dishes. • Use the following slides to learn about and discuss some national Welsh dishes, including cawl, Glamorgan sausages, laverbread and Bara Brith. • Finally, look at the Welsh rarebit. What ingredients would you add to this simple dish? <p>Activity</p> <p>Children first taste test the muffin made from the original Welsh Rarebit Muffin Recipe Sheet, as well as the six herbs, spices and sauces that they could potentially add. They record their opinions on worksheet 4B.</p> <p>Questions for assessment</p> <p>Do children know some traditional Welsh dishes and their main ingredients?</p> <ul style="list-style-type: none"> • Can children give their opinion of different ingredients? • Can children follow and adapt a given recipe? 	<p>slides Welsh Rarebit Muffin Recipe Sheet Worksheet 4A/4B/4C Sheep Farming Information Sheet (FSD? activity only) Sheep Farming Picture Cards (FSD? activity only)</p>
Lesson 5	1 hour	To learn about the influences of and similarities between cuisines from other countries	<ul style="list-style-type: none"> • Tell the children that, over the years, the cuisines of other countries have influenced British food. What does cuisine mean? Think, pair, then share your ideas. <ul style="list-style-type: none"> • Explain that cuisine refers to the cooking styles and traditions used by a particular country. Show the children some essential ingredients from the cuisine of one country in particular. Do they know which one it is? 	<p>Planbee slides Cuisines of the World Information Sheets Question Cards Influences</p>

			<ul style="list-style-type: none"> • They are essential ingredients in Indian cuisine. Even though the two countries are 4500 miles apart, Indian food has had a huge influence on British dishes. Do you know why? • Use the following slides to explain how Indian food was introduced to, and adapted by, Britain during the period of the British Raj. Tell the children that this combination of food from the two cultures was named Anglo-Indian cuisine, and look at some specific dishes: mulligatawny soup, mango chutney, kedgeree, chicken tikka masala. • Tell the children that India is not the only country to influence British cuisine. Use the slide to briefly explain that both post-war migration and the easier transportation of goods led to an influx of new ingredients, cooking styles, flavours and recipes into the country. • Tell the children that they are going to research how the foods of other countries have influenced the cuisine of Great Britain <p>Activity</p> <p>In pairs, children read and discuss the Cuisines of the World Information Sheets. They then complete the Influences and Similarities Sheet using both this knowledge and their personal opinions</p> <p>Questions for assessment</p> <p>Do children understand what 'cuisine' means?</p> <ul style="list-style-type: none"> • Do children understand that the cuisine of different countries can influence and be similar to each other? • Can children research, record and share their knowledge? 	and Similarities Sheet Cuisine Challenge Cards Coronation Chicken Recipe Sheet (FSD? activity only)
Lesson 6	1 hour	To know how to plan and shop for a meal	<p>How does your family plan their meals? Do you shop daily for every meal, or do you do a weekly/ monthly shop? Think, pair, then share your ideas.</p> <ul style="list-style-type: none"> • Explain that a food product's 'shelf life' is the recommended maximum amount of time that it should be stored before needing to be eaten or thrown away, due to the quality deteriorating or it becoming unsafe to eat. Show the children a range of different food products. Which of 	Planbee slides Worksheet 6A/6B/6C Recipe books (optional) Challenge Cards

			<p>these do you think has the longest shelf life? Which has the shortest? Reveal and discuss the answers.</p> <ul style="list-style-type: none"> • Tell the children that more detailed information about the shelf life of different foods can be found on the specific product's packaging. There are two important labels to look out for – the 'best before' date and the 'use by' date. Use the slides to discuss the difference between these two labels. • Show the class a picture of Grace, and tell them that she has been asked to plan and shop for a family meal. What is the first thing that she needs to do? Discuss your ideas with a partner. <ul style="list-style-type: none"> • Use the following slides to talk through deciding on a recipe, writing a shopping list and choosing the best products in the shop, relating to quantity, value for money and quality. Discuss where each food product needs to be stored at home and why. • Tell the children that they are going to plan their own meal today. Explain that it needs to represent what great British food means to them. <p>Activity</p> <p>Children are challenged to plan a meal that they think represents great British food. On worksheet 6B, they record their shopping list, and costs, as well as being encouraged to think about which ingredients need to be stored where and whether their meal is healthy.</p> <p>Questions for assessment</p> <p>Do children understand that different food products have different 'shelf lives'?</p> <ul style="list-style-type: none"> • Do children understand how to plan and cost a meal? • Can children give general kitchen health and safety advice? 	(FSD? activity only)
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