

Curriculum Intent:

To use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values and to be able to evaluate past and present design technology, its uses and effectiveness.



Subject	Term	Unit
DT	Autumn	Food – Ginger biscuits for an advent calendar
Prior knowledge Building on knowledge and skills		National Curriculum Focus
<ul style="list-style-type: none">• 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.		<ul style="list-style-type: none">• 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• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design• select from and use a wider range of tools and equipment to perform practical tasks• 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• investigate and analyse a range of existing products• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- 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.

What?	Designing, making, and evaluating ginger biscuits
Why?	To understand how to select ingredients, tools and equipment to make a product suitable for a specific purpose.
How?	To deepen understanding of food processing and making choices involving food preparation.

Key vocabulary			
Finishing	related to the appearance of the product – shape, decoration and colour.	Rubbing in	rubbing the dry ingredients together with the fat, lifting to put air into the mixture, so that it resembles fine breadcrumbs.
Knead	pulling and squeezing dough to make it smooth.	Bran	the hard, protective shell of a grain of wheat.
Dough	a mixture of flour, yeast and water before it is cooked.	Endosperm	the store of food inside a seed.
Germ	part of the seed where the root and shoots grow from.	Yeast	a tiny plant which makes bubbles of carbon dioxide when mixed with flour and warm water.
Unleavened bread	flat bread where yeast has not been added.		

Key learning

Objective

To explore and evaluate a range of existing products

Learning

- Children use first hand and secondary sources to carry out relevant research into existing products to include personal/cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients. This could include a visit to a local bakery, farm, farm shop or supermarket e.g. *What ingredients are sourced locally/in the UK/from overseas? What are the key ingredients needed to make a particular product? How have ingredients been processed? What is the nutritional value of a product?*
- 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, vegetables or cheese. These could be locally sourced, seasonal, Fair Trade or organic. Present results in e.g. tables/graphs/charts and 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 product?*

Possible techniques that children could use



Mixing to combine ingredients if making savoury muffins or scones



Rubbing in to mix fat and flour if making a yeast-based product



Kneading a bread dough

Example of a recording table:

Type of cultural/seasonal food product	Appearance	Smell	Texture	Taste
Savoury scone	Golden/rough	Fresh/baked	Crumbly	Cheesy

	<ul style="list-style-type: none"> • Research key chefs and how they have promoted seasonality, local produce and healthy eating. 	
To explore a variety of utensils and food handling techniques	<ul style="list-style-type: none"> • 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 could be 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 using a basic dough recipe, explore making different shapes to change the appearance of the food product e.g. <i>Which shape is most appealing and why?</i> • 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. 	
To use research and develop design criteria to inform the design	<ul style="list-style-type: none"> • Develop a design brief and simple design specification with the children within a context that is authentic and meaningful. This can include design criteria relating to nutrition and healthy eating. • Discuss the purpose of the products that the children will be designing, making and evaluating and who the 	

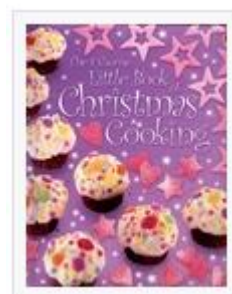
of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	<p>products will be for.</p> <ul style="list-style-type: none"> • Ask children to generate a range of ideas encouraging innovative responses. Agree on design criteria that can be used to guide the development and evaluation of the children's product. • 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 product drawing on the knowledge, understanding and skills learnt through IEAs and FTs. • 	
To select from and use a wider range of tools and equipment to perform practical tasks following a design or plan	<ul style="list-style-type: none"> • 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 	
To evaluate their ideas and product	<ul style="list-style-type: none"> • Evaluate the work as it progresses and the final product against the intended purpose and user reflecting on the design specification previously agreed. 	

s against their own design criteria and conside r the views of others to improve their work	<ul style="list-style-type: none"> • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. 	
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Websites

- [Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life](#)
- [Christmas Ginger Biscuits - D&T Association \(designtechnology.org.uk\)](#)

Recommended Reads



Experience Day (Trip / visitor)

- Trip to bakery
- Baker in school
- School kitchen experience