

Year 5—Celebrating Culture and Seasonality

Food technology—making soup and bread

What children should already know

Prior knowledge from Year 4

-Select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading..

-Food preparation and cooking techniques could be practised by making a food product using an existing recipe.

-Discuss basic food hygiene practices when handling food including the importance of following instructions

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, fold, mix, combine, knead, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble

Purbrook Junior School Knowledge Organiser

Design and Technology

What children will learn in the topic

YEAR 5

DESIGNING:

*Carry out relevant research into existing products to include personal/cultural preferences and that the seasons may effect the food available 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? What ingredients are in season?*

*Ask questions about which ingredients could be changed or added in a basic recipe such as types of flour, seeds, garlic, herbs, spices, cheese, vegetables. Consider texture, taste, appearance and smell.

MAKING:

*Write a step-by-step recipe, including a list of ingredients, equipment and utensils 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.

*Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

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

*Prepare , make, decorate, present and cook a variety of predominantly savory dishes appropriately for the intended use and purpose, safely and hygienically including, where appropriate, the use of a heat source .

EVALUATING:

*Carry out sensory evaluations of a range variety of existing food products and ingredients relating to the project. 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.

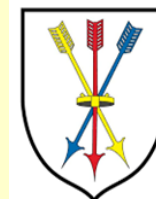
*Research key chefs and how they have promoted seasonality, local produce and healthy eating.

TECHNICAL KNOWLEDGE:

*Use utensils and equipment including heat sources to prepare and cook food.

*Understand about seasonality and the source in relation to food products

*Know and use relevant technical and sensory vocabulary.



National Curriculum

DESIGNING: Understanding contexts, users and purposes

Generating, developing, modelling and communicating ideas from research

MAKING: select from and use a wider range of tools and equipment to perform practical tasks accurately

EVALUATING: Own ideas and products and existing products

TECHNICAL KNOWLEDGE: Making products that work by applying understanding

Key Useful

Resources

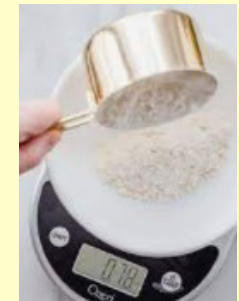
<https://www.foodafactoflife.org.uk/>

<https://vegsock.org/cookery-school/blog/categories/recipes/>

<https://www.bbcgoodfood.com/glossary/knead-glossary>



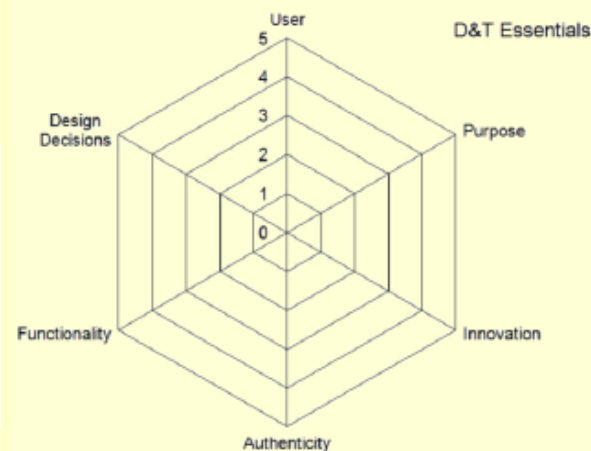
Seasonal Soup and Bread



Star diagrams for evaluation.

Sensory evaluation

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



Health and safety

Pupils should be taught to work safely and hygienically, using tools and equipment, techniques and ingredients appropriate to the task.

Prior to undertaking this project risk assessments should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products.