

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: Design and Technology Year Group: Year 5/6 - Cycle B		Area of learning: Food and Nutrition - Celebrating Culture and Seasonality Can you create a Victoria Sponge Cake with a twist?
Links to previous work/Remember when	<ul style="list-style-type: none"> • The children in Y6 learnt about the Mediterranean diet and the importance of food hygiene, before designing and making a Greek salad in Year 5. • All of the children learned about the Indian diet in Year 2 and created a healthy vegetarian curry. • Links with History topic - Victorians. 	
Term	Year	Key Skills to be taught
Summer 2023 What the children should know at the end of this series of lessons	Y5/6	<p><u>Design</u></p> <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 <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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><u>Evaluate</u></p> <ul style="list-style-type: none"> - 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 how key events and individuals in design and technology have helped shape the world <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> - 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

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		- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
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Vocabulary

Taste, texture, ingredients, recipe, food hygiene, contamination, baking tin, baking paper, creaming, mixing, evaluate, design criteria, measuring, design, strength, weakness

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p><u>Research Phase</u> <i>- investigate and analyse a range of existing products</i></p> <p><i>- understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Investigate the Victorian diet and where the Victoria Sponge Cake originated. What food was popular in the Victorian times?</p> <p>- Generate some key questions together as a class to help guide the children in their research. - What would a poor Victorian child eat? - What types of food were eaten by more affluent Victorian families? - What type of ingredients were most commonly used? Why? - What did the Victorians eat for dessert? - What did the Victorians drink? - Using ipads, chn independently research this topic. - Chn present their findings to the rest of the class.</p>
2	<p><u>Investigate/Research</u> <i>Understand the importance of food hygiene in the kitchen</i></p> <p>Understand the importance of food hygiene. What is food hygiene? Do some foods need preparation before eating?</p> <ul style="list-style-type: none"> • Chn look at a selection of food products and sort them into groups according to their correct storage method. (fridge, cupboard, fruit bowl, freezer) • Move on to look at packaging and discuss use by dates and why these are important to check.

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	<ul style="list-style-type: none"> • Next mind map dangers and hazards in the kitchen and from this, chn write a list of safety tips. <p>Look at the food hygiene video on Twinkl - (I have a login if you need it) https://content.twinkl.co.uk/resource/34/5d/t-d-120-ks2-ages-7-11-food-hygiene-and-kitchen-safety-video-lesson_ver_1.mp4?_token=&exp=1694343342~acl=%2Fresource%2F34%2F5d%2Ft-d-120-ks2-ages-7-11-food-hygiene-and-kitchen-safety-video-lesson_ver_1.mp4%2A~hmac=59d4c00576212fa1a4c50a120d96c6d6583f7f9abe331ec0a6d3c8f4aa0a7648</p> <p>(Food safety and hygiene - tie back long hair, wear aprons, cover cuts with blue plaster, wash hands with soap and use a paper towel to dry them)</p> <p>Practise the chopping of food if you have time and think it would be useful.</p>
3	<p><u>Investigate/Evaluate</u> <i>investigate and analyse a range of existing products</i></p> <p><i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></p> <p><i>understand how key events and individuals in design and technology have helped shape the world</i></p> <p>Investigate and evaluate a variety of cakes. What has been added? Do they have a filling? Do they have a topping?</p> <ul style="list-style-type: none"> - Use the Product analysis grid and word bank for appearance/taste/texture words to evaluate a range of cakes. Ensure there is a range of properties, tastes and textures in the cakes/buns chosen, e.g. coffee cake, chocolate, iced, jam filled, raisin/cherry/chocolate chip/lemon/banana/orange peel/blueberry, etc - Complete a taste testing/product analysis of the cakes. - Which did the children enjoy? - When were the ingredients added - before or after baking?
4	<p><u>Design Phase</u> <i>- 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</i></p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p>Design and plan the stages of making our Victoria Sponge Cake with a Twist!</p>

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	<p>What steps will we take? What new ingredients will we add?</p> <p>Show the children the basic Victoria Sponge recipe. Demonstrate how to make the cake - weighing, creaming the butter and sugar, cracking the egg, folding in the flour.</p> <ul style="list-style-type: none"> - Show the children the different types of ingredients that you could add for taste, texture and appearance. (either give the children these on the sheet and they highlight what they will add or get the children to add these to the circles themselves if you have time). <p>Design Specification - Explain to the children that they are going to be making a Classic Victoria Sponge cake but with a twist to share with their families.</p> <p>Think about what their families would want the cake to be like - Texture, Appearance, Taste - choose ingredients to add that will achieve these specifications.</p> <ul style="list-style-type: none"> - Limit the children to only 2 added ingredients. Highlight these on the sheet. Highlight on the recipe where the new ingredients will be added. - Children to create a flow chart of their process so that they can follow that in the next lesson and complete the specification sheet.
5	<p><u>Making Phase</u></p> <ul style="list-style-type: none"> - <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> - <i>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</i> <p>Make our Victoria Sponge Cake with a twist! Use a variety of equipment, baking techniques and ingredients to make a successful product.</p> <p>Follow the steps that the children created in their flow chart to help them to make their cakes.</p> <p>Children could make their mixture as a group and then share the mixture and add their own new ingredients. Children could make them as small cupcake versions instead of a full cake. This way they could try one and take one or more home for family.</p>
6	<u>Evaluate Final Design</u>

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	<p>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Evaluate our product and suggest improvements to our recipe. What are the strengths and weaknesses of our finished product?</p>
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Learning Outcome/product	
<p>To design and make a victoria sponge cake with a twist. To evaluate and research other cakes to inform their design To evaluate and suggest improvements to their final product.</p>	

Assessment records	List only those children who have not achieved the expected outcomes.

End of unit assessment question	
- Can a Victoria Sponge recipe be improved by adding different or extra ingredients?	