

Year Group: 6		Unit: Food Technology	
National Curriculum Aims The national curriculum for design and technology aims to ensure that all pupils: <ul style="list-style-type: none"> ➤ understand and apply the principles of nutrition and learn how to cook 		Technical knowledge <ul style="list-style-type: none"> ➤ Select from and use a wider range of tools and ingredients to prepare and combine food. ➤ Know about a range of ingredients appropriate for their product, including foods from different cultures and countries. ➤ Have an awareness of food allergies and how they may impact upon the final product. 	
		Product Outcome To produce a product to sell at the international food café	
Prior Learning: Pupils have experienced reading and following a simple recipe, pupils should be able to use a knife to safely cut ingredients,			
Curriculum	Learning Intention/possible activities	Knowledge and Key Vocabulary	
Evaluate <ul style="list-style-type: none"> ➤ investigate and analyse a range of existing products ➤ understand how key events and individuals in design and technology have helped shape the world 	What type of recipes are popular at street food vendors? Sample and review a range of street food. Explore a range of menus of vendors and a famous British chef. Design and conduct a survey in order to find out the popular types of street food within our school community.	Knowledge: <ul style="list-style-type: none"> – Recognise recipes from a variety of countries. – Know that ingredients must be measured out. – Name a variety of ingredients from all food groups (referring to the eat-well plate) 	
Design <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 	What type of product will sell well within our school community? Using information collected from surveys, develop a design criteria for a street food product, including how it should be presented for the consumer. Use research to design a specific recipe and make a prototype.	Vocabulary: Utensils, implement, temperature, recipe, grams, kilograms, measure, appetising, product, presentation, cooked, raw	

<p>Make</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 ingredients, according to their functional properties and aesthetic qualities 	<p>How can I safely make my street food product?</p> <p>Carefully select utensils and appropriate cooking equipment, identifying safety hazards and ways in which to manage them (risk of cuts, burns etc). Follow a recipe thoroughly and present the end product so that it is appetizing to the consumer. Sell product at Fellside's International food café.</p>	
<p>Evaluate</p> <ul style="list-style-type: none"> ➤ 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>How successful was my street food product?</p> <p>Children to offer each other constructive criticism on their products in order to successfully review their products. Consider how well their product sold and what might have affected sales.</p>	

Thinking Deeper: How could I develop my idea to add variety to my food stall? How could my design produce greater profit?

Links to other subjects:

- Subject Specific links- maths/measuring
- Personal Development – teamwork, working with customers/public
- SMSC – social – developing social skills in order to work with people of different ages, in a range of situations
- Cultural Capital – understanding how food has derived from different cultures around the world, where food comes from
- Careers – chefs, merchandisers and designers through product placement, food packaging designers and companies, dieticians
- British Values – tolerance (foods from other cultures)
- Equality – Consider 'Fair Trade' principles when acquiring ingredients and products