

Design & Technology

Food: World War Two Soups

Year Five

Bishop's Waltham Junior School

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	Learning Objectives	Key Skills	Concepts	Lesson Content
1	<ul style="list-style-type: none"> - To compare diets now with those around the time of World War Two. 	<ul style="list-style-type: none"> - To use secondary resources to find out about food, safety, hygiene and rationing. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Begin session with a selection of fruit and vegetables from around the world and the UK. Ask the children to sort and group. Discuss rationing and the need to home grow produce during WW2. Pick out UK produce, then sort again considering seasonable availability. If time, you could collect fruit from trees at the far end of school grounds and discuss how fruit would need to be stored to ensure longevity. Consider – What sorts of food would people have eaten during WW2? How would they have tried to maintain a balanced diet? - Explore WW2 recipes, looking at ingredient lists. Were they able to maintain flavour in times of rationing? If so, what ingredients were used? - Look at differences between kitchen facilities in 1940 / 50's and today. Link to health and hygiene e.g. storage of food and preservation methods. - Consider – does choosing local seasonal ingredients matter today? Ask children to explain their ideas. - Introduce the task of making soups. Write design brief, considering purpose and user.
2	<ul style="list-style-type: none"> - To evaluate a range of modern soups. 	<ul style="list-style-type: none"> - Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star 	<ul style="list-style-type: none"> - Understand about seasonality in relation to food products and the source of different food products. - Know and use relevant technical and sensory vocabulary. 	<ul style="list-style-type: none"> - Explain to children that they will be taste testing a range of soups. As a class, discuss what they will need to consider when evaluating and together design how they will record their findings. - 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? - Try to source soups that are a mixture of organic, processed, seasonal local. - Children carry out sensory evaluations of a variety of existing food products and ingredients relating to the project. The ingredients could include those

		diagrams.		<p>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.</p> <ul style="list-style-type: none"> - 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? - Draw on the taste testing, link to design brief and discuss how their findings have effected their design ideas.
3	<ul style="list-style-type: none"> - To understand how to use equipment safely and accurately. 	<ul style="list-style-type: none"> - Know how to use utensils and equipment including heat sources to prepare and cook food. 	<ul style="list-style-type: none"> - Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. 	<ul style="list-style-type: none"> - How is soup made? Possibly watch video clip of famous chef preparing soup? What were the key steps? What ingredients were prepared first? What equipment will be required? - Consider rotation of activities. Below are possible activities that could be selected. Highlighted essential teaching. <p><u>Focused Practical Task 1</u></p> <ul style="list-style-type: none"> - Read soup recipes, write equipment list and basic instructions for making soup. <p><u>Focused Practical Task 2 – Health and Safety</u></p> <ul style="list-style-type: none"> - Teacher to teach key skills relating to cutting and preparing ingredients. See skills sheet. <p><u>Focused Practical Task 3 – Health and Safety</u></p> <ul style="list-style-type: none"> - Children to read guidance relating to use hobs, hygiene and storing food safety then create a food safety poster relating to one of these.
4	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria 	<ul style="list-style-type: none"> - Write a step-by-step recipe, including a list of ingredients, equipment and utensils 	<p><u>Designing</u></p> <ul style="list-style-type: none"> - Draw on results from taste testing session and research on WW2 food. Recap design brief, including purpose and user. Consider success criteria for our World War Two soup. Which season are we designing in? Look at layout in recipe books of recipes. - Consider – which ingredients will provide nutrition? Bulking / thickness?

		<p>for a design specification.</p> <ul style="list-style-type: none"> - Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. 		<p>Flavour? Consider purpose / strength of ingredients and how this effects amount required. Link to maths work on proportion, ratio or percentages?</p> <ul style="list-style-type: none"> - Agree together core ingredients and the measures for these. - Children then to use core recipe to design their own. Follow layout from recipe books when presenting. - Check partners recipe. Do the quantities / ingredients sound reasonable for the brief?
5	-	-	-	<u>MAKING</u>
6	-	-	-	