

**Term 2**

**Unit Overview: UKS2 DT**

**Celebrating Culture and Seasonality**

<p><b><u>National Curriculum Links</u></b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).</p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• Select form and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately.</li> <li>• 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.</li> </ul>	<p><b><u>Substantive Knowledge</u></b></p> <ul style="list-style-type: none"> <li>❖ Know that seasons may affect the food available.</li> <li>❖ Know that different food and drink contain different substances.</li> <li>❖ Know how food is processed into ingredients that can be eaten or used in cooking.</li> </ul> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>❖ Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</li> <li>❖ Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose.</li> <li>❖ Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>❖ Write a step-by-step recipe, including a list of ingredients, equipment and utensils.</li> <li>❖ Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</li> <li>❖ Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>❖ Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/graphs/charts.</li> <li>❖ Evaluate the final product with reference back to the design specification, taking into account the views of others when identifying improvements.</li> </ul>	<p><b><u>Unit Outcomes</u></b> Design, make and evaluate a Christmas gingerbread biscuit for family as a present.</p> <table border="1"> <tr> <td data-bbox="1469 437 1832 1324"> <p><b><u>Key People</u></b> Mary Berry</p> <p><b><u>Related Learning</u></b></p> <p><u>Science</u> –properties of materials and changes of state.</p> <p><u>Spoken language</u> –developing relevant vocabulary including sensory descriptors. Give well-structured explanations.</p> <p><u>Mathematics</u> – measuring mass kg/g. Understand and use approximate equivalences between metric and imperial units.</p> <p><u>Geography</u>- distribution of natural resources i.e. food.</p> </td> <td data-bbox="1832 437 2116 1324"> <p><b><u>Vocabulary</u></b> Ingredients, flour, dough, baking soda, fat, sugar, nutrients, seasonality, knead, combine, fold, pour, mix, shape, sprinkle.</p> <p><b><u>Intended Users</u></b> Family or friends.</p> <p><b><u>Purpose of Products</u></b> Present, festival, celebration.</p> <p><b><u>Key Competencies</u></b> problem-solving, teamwork, negotiation, consumer awareness, organisation, motivation, persuasion, leadership, perseverance</p> </td> </tr> </table>	<p><b><u>Key People</u></b> Mary Berry</p> <p><b><u>Related Learning</u></b></p> <p><u>Science</u> –properties of materials and changes of state.</p> <p><u>Spoken language</u> –developing relevant vocabulary including sensory descriptors. Give well-structured explanations.</p> <p><u>Mathematics</u> – measuring mass kg/g. Understand and use approximate equivalences between metric and imperial units.</p> <p><u>Geography</u>- distribution of natural resources i.e. food.</p>	<p><b><u>Vocabulary</u></b> Ingredients, flour, dough, baking soda, fat, sugar, nutrients, seasonality, knead, combine, fold, pour, mix, shape, sprinkle.</p> <p><b><u>Intended Users</u></b> Family or friends.</p> <p><b><u>Purpose of Products</u></b> Present, festival, celebration.</p> <p><b><u>Key Competencies</u></b> problem-solving, teamwork, negotiation, consumer awareness, organisation, motivation, persuasion, leadership, perseverance</p>
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<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products.</li> <li>Evaluate their ideas and products and products against their own design criteria and consider the views of others to improve their work.</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use mechanical systems in their products (for example, gears, pullets, cams, levers and linkages).</li> <li>Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</li> <li>Apply their understanding of computing program, monitor and control their products.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how key chefs have influenced eating habits to promote varied and healthy diets.</li> </ul> <p><u>Technical Knowledge</u></p> <ul style="list-style-type: none"> <li>Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>Understand about seasonality in relation to food products and the source of different food products.</li> <li>Know and use relevant technical and sensory vocabulary.</li> </ul> <p><u>Christian Values:</u>  <u>Courage:</u> Have courage to try new ideas and be innovative.</p> <p><u>Respect:</u> Evaluate your own work in a positive and respectful way. Support peers and offer feedback on their designs.</p> <p><u>Trust:</u> Having trust in a process and being able to work towards a vision. Trusting your own creative ideas is an important part DT.</p>		
<p><u>Prior learning</u></p> <ul style="list-style-type: none"> <li>Have knowledge and understanding about food, hygiene, nutrition, healthy eating and varied diet.</li> <li>Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.</li> </ul>	<p><u>Future application of skills</u></p> <p><u>UKS2: (Some children)</u>          Culture and Seasonality – Soups.</p>	<p><u>British Values</u>  <u>Democracy:</u> Children work together to support each other in lessons and children that are more able can be given the opportunity to lead with their own examples of their work. Children take turns both in speech and practically with others. Children understand that it is not always possible or right to have their own way and understand the value of compromise.</p>	

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		<p>Children must take the views and opinions of others into account but still have the right to make their own choices.</p> <p><u>Rule of Law</u>: Children understand the importance of safety rules when using tools.</p> <p><u>Individual Liberty</u>: Children are taught that DT is a very subjective and personal subject which provides an opportunity to express themselves. The children are encouraged to make decisions with their own design choices, style and sometimes media choice. Children are expected to take responsibility for all of the equipment used when working in DT.</p> <p><u>Tolerance</u>: Children understand that many great design ideas originate from other cultures. When completing the food and nutrition units, food from different cultures are discussed as well as food that is accepted in different faiths.</p> <p><u>Mutual Respect</u>: Children are given many opportunities to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.</p>
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