



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON  
LEARNING  
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers



Healthy Citizens

## Year 6 - Medium Term Plan Autumn

### How is culture evident in what we eat and wear?



Healthy Citizens

#### Aspect of Study

Food Technology  
Cooking and nutrition  
Design, make, evaluate

#### Transferable Knowledge:

Geography – Mexico, climate  
History – Mayans

#### National Curriculum Overview of Programme of Study:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

#### During this area of study students should be taught to:

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.
- Analyse a range of existing products
- Understand how key events and individuals in design have helped shaped the world.
- 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
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Real World Links:

Children will learn the skills needed to research through history how food and nutrition have changed. They will also learn the skills needed to expand their knowledge of Technology through cooking.

Opportunity to explore Mexican culture and celebrations.



**Being Safe** – Understand how to safely use the equipment needed.

**Teamwork** – working within a team to solve questions.

### Influential Figures

- Mayans

### OPAL links

Experiences of some cooking and nutrition equipment.

Using a variety of materials.

## Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<p><b><u>Year 4 Autumn 1:</u></b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b><u>Year 5 Spring</u></b></p> <ul style="list-style-type: none"> <li>• Design appealing products aimed at particular individuals</li> <li>• Use a wide range of tools and equipment.</li> <li>• Understand how key individuals in design and technology have shaped the world.</li> </ul>	<p><b><u>NC OBJ covered:</u></b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet to create independent recipes.</li> <li>• Prepare and cook a variety of dishes using a range of cooking techniques learnt throughout the K,S,U passports.</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Use this knowledge to write a distinct argument for certain recipes.</li> </ul>	<p>End of cooking and nutrition unit during time at central primary school.</p>

Key vocabulary	Concepts	Language skills
Balanced diet Nutrition Seasons Seasonality Prepare Safety Recipe Menu	Seasons Seasonality Nutrition Balanced Diet	ORACY FRAMEWORK



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON  
LEARNING  
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers

## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
<b>1</b>	<p>NC OBJ:</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups.</li> </ul> <p><b>L.O: To identify important aspects of Mayan culture.</b></p>	<p>Pupils to research Mayan artefacts.</p> <p>Pupils could sketch out artefacts – can they identify similarities and differences between them?</p> <p>Have they seen similar objects in previous civilisations studied?</p>
<b>2</b>	<p>NC OBJ:</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups.</li> </ul> <p><b>L.O: To research Mayan masks.</b></p>	<p>Pupils are given time to research mayan masks.</p> <p>Can they identify why they were used? Did this change over time?</p> <p>Any particular shapes or patterns that are common?</p> <p>Pupils could annotate picture or sketches.</p> <p>LA: What do you like about these masks?  MA: Identifying patterns of similarities and differences.  HA: How does purpose of the masks link to design?</p>



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON  
LEARNING  
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers

## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
<b>3</b>	<p>NC OBJ:</p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups.</li> <li>Generate, develop and communicate their ideas through discussion, sketches, diagrams, prototypes.</li> </ul> <p><b>L.O: To design a Mayan mask.</b></p>	<p>Pupils are given a design brief from someone requesting Mayan masks to be made for their upcoming wedding, occurring in Mexico.</p> <p>Pupils design a mask to fit this brief. Wedding masks were often bright, colourful and had elaborate details.</p>
<b>4</b> <b>5</b> <b>6</b>	<p>NC OBJ:</p> <ul style="list-style-type: none"> <li>Select from and use a wide range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities.</li> <li>Evaluate their ideas and products against their own design criteria and consider the view of others to improve their work.</li> </ul> <p><b>L.O: To make a Mayan mask.</b></p>	<p>Pupils to use their design to make a mask.</p> <p>Use paper mache and a balloon to create the mask shape. Extra paper mache can be used to add to basic shape.</p> <p>Once dry, masks can be painted to match design.</p> <p>Time should be allowed for pupils to try on their masks and evaluate them. Are they as good as the Mayans'?</p>



Digital Learners



Engineers



Global Enquirers



Designers



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers

## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
7	<p>NC OBJ: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>EQ: How is Mexican culture evident in their food?</b></p>	<p>Introduce enquiry questions to the children. What Knowledge, Skills and Understanding will we need to answer it?</p> <p>Children come up with initial ideas as to how they could begin to answer this question. (Take ownership of their learning and lead the direction it will take)</p>
8	<p>NC OBJ: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p><b>L.O: To research a Mexican diet.</b></p>	<p>Research traditional dishes from Mexico.</p> <p>Pupils should think about how social class affects diet – street food is traditionally a more working class style of eating, where food is needed quickly whilst on the go.</p>



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON  
LEARNING  
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers

## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
9 10	<p>NC OBJ: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed..</p> <p><b>L.O: To compare dishes to seasonality.</b></p>	<p>Children to think about climate of Mexico (link to Geography) and what crops might go there.</p> <p>Could taste test a variety of foods from different climates. Discuss why we have to import things from abroad.</p>
11	<p>NC OBJ: 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.</p> <p><b>L.O: To plan a Mexican Food Fiesta.</b></p>	<p>Explain to pupils that they are to plan a Mexican Food Fiesta for all of Year 6.</p> <p>Allow groups to select a Mexican dish to recreate. For example:</p> <ul style="list-style-type: none"> <li>• Salsa</li> <li>• Guacamole</li> <li>• Quesadillas</li> <li>• Fruit drinks</li> <li>• Tortillas</li> </ul> <p>Pupils create a recipe card and ingredient list.</p>



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON  
LEARNING  
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers

## Sequence of Teaching and Learning

	National Curriculum LO/EQ?	Lesson ideas/differentiation
<b>12</b>	<p>NC OBJ: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Use this knowledge to write a distinct argument for certain recipes. 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.</p> <p><b>EQ: Can you recreate a traditional Mexican dish?</b></p>	<p>Children to use their own research/menu ideas/recipes to create a dish appropriate for their Mexican fiesta.</p> <p>Children should evaluate this as they go and note down their thoughts into their sketchbooks alongside their research.</p> <p><b>A</b> - How effective was the recipe? <b>B</b> - How was this recipe for keeping a balanced and healthy diet? <b>C</b> - How difficult would it have been to recreate this recipe on the street? Explain your answer and give reasons.</p>
<b>13</b>	<p>NC OBJ: Engage: Mexican Food Fiesta</p>	<p>Organise a Mexican fiesta between classes.</p> <p>Give children the opportunity to taste Mexican food created by peers and evaluate.</p>