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| <b>SUBJECT:</b>  | <b>Technology</b> | <b>YEAR GROUP:</b>   | <b>5</b> |
| <b>PURPOSE OF STUDY</b>  |                   |  |          |
| <p>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.</p> |                   |  |          |
| <b>THE NATIONAL CURRICULUM FOR TECHNOLOGY AIMS TO ENSURE THAT ALL PUPILS:</b>  |                   | <b>NATIONAL CURRICULUM LINKS</b>   |          |
| <ul style="list-style-type: none"> <li>• To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>• To build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users</li> <li>• To critique, evaluate and test their ideas and products and the work of others</li> <li>• understand and apply the principles of nutrition and learn how to cook.</li> </ul>  |                   | <p>History – WW2, toys from the past<br/>           Maths – money and weighing ingredients<br/>           History – World War 2 at Christmas time<br/>           ICT - research<br/>           Food tech - cooking<br/>           Speaking and listening<br/>           Geography – maps, geographical features<br/>           Food Technology - cooking<br/>           RSHE – self evaluate<br/>           Science - temperatures<br/>           Maths - measuring<br/>           English – speaking and listening<br/>           Life Skills - cooking<br/>           RSHE – sense of self<br/>           Maths - measuring<br/>           English – reading for purpose<br/>           Life Skills - cooking<br/>           RSHE – personal development</p> |          |
| <b>TOPICS COVERED:</b>   |                   |  |          |

- Gift package for child during WW2 and Christmas cakes
- Brazilian food and Cable Cars
- Food glorious party food

#### **INTENT OF SUBJECT:**

- To develop design and evaluation skills.
- To select appropriate tools needed to make a product.
- Design and make a product based on a brief.
  
- Pupils will develop an understanding of the history of Christmas cakes and why they were so popular.
- Pupils will develop research skills and use these to research different Christmas cake recipes.
- Pupils will develop skills relating to the design process including research, design, making and evaluating a product.
- Pupils will develop an understanding of hygiene and safety when cooking.
- Pupils will develop an awareness of the war stopping for peace around Christmas.
  
- Learning more about food from different parts of the world.
- Preparing food that is traditional in another country.
  
- What cable cars are, their purpose and how they work.
- Design own cable car to fit brief.
- Make and evaluate own cable car model.
  
- 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.
  
- Understand and apply the principles of a healthy and varied diet.
- Understand dietary needs and adapt cooking to meet needs.
- 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.

| <b>SKILLS OVERVIEW BY HALF TERM:</b>  |   |
|---|---|
| <b>AUTUMN ONE</b>   | <b>AUTUMN TWO</b>   |
| <ul style="list-style-type: none"> <li>• Be able to explain what life was like during World War 2.</li> <li>• Be able to explain toys, games and decorations from World War 2 and compare to present day.</li> <li>• Be able to research products, commenting on their effectiveness.</li> <li>• Use research to create designs for own products.</li> <li>• Be able to plan products, completing different designs and suggesting ideas for improvements.</li> <li>• Know how to sew using different stitching techniques and use these to create a product.</li> <li>• To know the benefits of using recycled materials.</li> <li>• To be able to select appropriate materials to make products, justifying reasons why they were chosen.</li> <li>• Be able to reflect on my work using design criteria stating how well the design fits the needs of the user.</li> <li>• To be able to give feedback to other people about their work, making links to the design criteria, stating what went well and what improvements could be made.</li> <li>• To be able to use printing techniques to make a product.</li> </ul> | <ul style="list-style-type: none"> <li>• Be able to understand the history behind the war stopping for football and peace on Christmas day.</li> <li>• Explain how Christmas cake can stay edible for so long and why it does not go mouldy so quickly</li> <li>• Be able to taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing own recipes.</li> <li>• Be able to design own Christmas cakes using the research you have gathered to inform the design and ingredients.</li> <li>• Be able to plan the design and what will be needed to decorate the cake to look festive.</li> <li>• Be able to prepare food products considering the properties of ingredients and sensory characteristics</li> <li>• Select and prepare foods for a particular purpose</li> <li>• Be able to taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing</li> <li>• Know how to weigh and measure using scales</li> <li>• Be able to cut and shape ingredients using appropriate tools and equipment</li> <li>• Be able to join and combine food ingredients appropriately</li> <li>• Be able to make a Christmas cake, following step by step instructions.</li> <li>• Be able to decorate appropriately and understand the aesthetical values of food</li> <li>• Work safely and hygienically</li> <li>• Show awareness of bringing a food product to market</li> <li>• Be able to design packaging for own cake.</li> <li>• I can identify what does and does not work in the product.</li> <li>• I can make suggestions as how my design could be improved</li> </ul> |

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| <b>SPRING ONE</b>  | <b>SPRING TWO</b>   |
| <ul style="list-style-type: none"> <li>• Develop knowledge about healthy eating and where food comes from.</li> <li>• Research food from different cultures, when they are eaten.</li> <li>• Understand the process of food poisoning development and the conditions under which this thrives.</li> <li>• Know how to weigh and measure using scales</li> <li>• Be able to cut and shape ingredients using appropriate tools and equipment</li> <li>• Be able to join and combine food ingredients appropriately</li> <li>• Understand how to taste ingredients and discuss their suitability for a dish using sensory vocabulary.</li> <li>• Be able to cook and prepare ingredients safely and hygienically.</li> <li>• demonstrate the safe use of some basic cooking equipment (e.g., cutters, kitchen scissors).</li> <li>• eat sociably with others demonstrating good manners.</li> <li>• Be able to explain why food hygiene and kitchen safety are important and how to maintain these.</li> <li>• Be able to name the food groups and identify foods within each group.</li> </ul> | <ul style="list-style-type: none"> <li>• Be able to explain the differences between main types of cable cars and how they work: Switzerland, Matlock (local), Rocky Mountains, Ski lifts.</li> <li>• Understand the safety aspects of a cable car.</li> <li>• Know what is needed in construction key terms to run a cable car.</li> <li>• Be able to use knowledge gained to plan own design of a cable car across the rainforest to enable tourists to see the forests from above – in a scaled model.</li> <li>• Be able to plan the key features required, drawing out plan for your own scaled model to market to a construction company.</li> <li>• Be able to add aesthetic elements of your cable car so it is friendly to the rainforest environment.</li> <li>• Be able to use a bradawl to mark hole positions (Close supervision).</li> <li>• Be able to use hand drill to drill tight and loose fit holes</li> <li>• Know how to cut strip wood, dowel, square section wood accurately to 1mm</li> <li>• Know how to join materials using appropriate methods for each stage of ‘making’</li> <li>• Be able to use a pulley mechanism to slow a motor with support following step by step instructions.</li> <li>• Be able to build frameworks using a range of materials e.g., wood, card, corrugated plastic to support mechanisms.</li> <li>• Know how to use a cool melt glue gun with close supervision</li> <li>• Use the design criteria to inform my decisions about ways to proceed</li> <li>• Be able to justify my decisions about materials and methods of construction</li> </ul> |

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| <b>SUMMER ONE</b>  | <b>SUMMER TWO</b>  |
| <ul style="list-style-type: none"> <li>• Develop knowledge about healthy eating and where food comes from.</li> <li>• Be able to research party foods across different cultures and explore sensory aspects of these foods.</li> <li>• Know about events and the types of foods that are traditionally chosen for different celebrations.</li> <li>• Understand the facts about buffet foods and the risks around leaving buffet foods out for long periods of time</li> <li>• Understand the process of food poisoning development and the conditions under which this thrives.</li> <li>• Be able to give examples of occasions when ‘party food’ would be eaten and name different types of party food.</li> <li>• Know the skills used to make these dishes (e.g., cutting out, mixing, snipping).</li> <li>• Be able to recall and explain the ‘getting ready to cook’ steps.</li> <li>• Be able to design your own type of party food using the Eatwell guide to inform a range of healthier choices.</li> <li>• Be able to make designs for the presentation of your party food as a part of the process of making the food look inviting</li> <li>• Be able to perform basic cooking skills as instructed (e.g., cutting out, snipping, mixing, spooning, spreading).</li> <li>• Be able to make party food following recipe and step by step instructions.</li> <li>• Be able to recall where the ingredients in the dish come from.</li> <li>• Understand how to taste ingredients and discuss their suitability for a dish using sensory vocabulary.</li> <li>• Be able to cook and prepare ingredients safety and hygienically.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop knowledge about healthy eating and where food comes from.</li> <li>• Be able to research party foods across different cultures and explore sensory aspects of these foods.</li> <li>• Know about events and the types of foods that are traditionally chosen for different celebrations.</li> <li>• Understand the facts about buffet foods and the risks around leaving buffet foods out for long periods of time</li> <li>• Understand the process of food poisoning development and the conditions under which this thrives.</li> <li>• Be able to give examples of occasions when ‘party food’ would be eaten and name different types of party food.</li> <li>• Know the skills used to make these dishes (e.g., cutting out, mixing, snipping).</li> <li>• Be able to recall and explain the ‘getting ready to cook’ steps.</li> <li>• Be able to design your own type of party food using the Eatwell guide to inform a range of healthier choices.</li> <li>• Be able to make designs for the presentation of your party food as a part of the process of making the food look inviting</li> <li>• Be able to perform basic cooking skills as instructed (e.g., cutting out, snipping, mixing, spooning, spreading).</li> <li>• Be able to make party food following recipe and step by step instructions.</li> <li>• Be able to recall where the ingredients in the dish come from.</li> <li>• Understand how to taste ingredients and discuss their suitability for a dish using sensory vocabulary.</li> <li>• Be able to cook and prepare ingredients safety and hygienically.</li> </ul> |

- Know how to plan a dish with consideration for the needs of others (e.g., a vegetarian).
- Be able to identify the plant or animal origin of all the ingredients used to make the final dish.
- To be able to:
- demonstrate the safe use of some basic cooking equipment (e.g., cutters, kitchen scissors).
- To make a simple dish, safely and hygienically.
- To eat sociably with others demonstrating good manners.

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