

Spring Term Overview YEAR 5/6 – DT

Term 2 – Goodnight Mister Tom

Topic(s) – WW2 / Rationing		Guide Time = 5 lessons
Assessment:	<p>Questions from reading for productivity sessions</p> <p>Teacher judgement of skills used to design and make their cake</p> <p>Pupil's evaluation of product</p>	<p>Very Important Points (VIPs):</p> <ul style="list-style-type: none"> • For guaranteed results it is advised to follow a recipe • Accuracy with weights and measurements are important • The name cake comes from Viking origin from the Old Norse word 'kaka' • The basic ingredients in cake are flour, eggs and milk • Baking means to dry heat without direct exposure to a flame e.g. in an oven • Knowing a cake is ready is important. Placing a toothpick or fork in and if it comes out clean, your cake is cooked through <p>Fat Questions:</p> <p>What were the biggest impacts of rationing on family life?</p> <p>What have we learnt as a society because of rationing?</p> <p>Is there a case for postcode rationing?</p> <p>What were the pros and cons of rationing in WW2?</p> <p>How did families survive during the war on rationed food?</p>
Links to prior learning (sequencing) and canon book	<p>Link to prior skills: Children have designed, made and used evaluative skills in previous lessons.</p> <p>In KS1 children have developed a healthy meal from a different culture (Kenyan) In LKS2 children have studied the make up of a healthy, balanced diet.</p> <p>The non variable skills will be researching, designing and making a product that is fit for a particular purpose, that meets the design criteria.</p> <p>Links to book – Goodnight Mister Tom (WW2)</p>	
Links to other learning (cross fertilisation)	<p>Maths – measuring and converting measures using metric measures</p> <p>History – researching the history of rationing and the effects on the country during WW2</p> <p>Reading – researching recipes and food safety</p> <p>Science – Seeing science in action when properties of materials change . Links to reversible and irreversible changes (dry ingredients to baked ingredients)</p> <p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u></p> <p>How much food do astronauts take into space?</p> <p><u>The World Around Us:</u></p> <p>Did all countries during WW2 introduce rationing?</p> <p><u>Modern Britain:</u></p> <p>Did rationing have an effect on today's British diet?</p> <p><u>Healthy Bodies & Healthy Minds:</u></p> <p>Did rationing improve health?</p> <p>How did rationing change the British diet</p> <p><u>Culture:</u></p> <p>What was the impact of rationing on different religions during WW2?</p> <p><u>Technology in Action:</u></p> <p>How would rationing differ today with our developments in technology?</p>	

Links to future learning	The skills used in this unit are all transferable to future learning. Most DT projects will require a level of research, design / planning and application of skills through a range of mediums. Aiding evaluating of different products across DT in Cycle A and B	
Character/Wider Development ('50 things', cultural capital, skills)	Skills learnt and practised in this unit will provide early stages of employability skills and life skills Early employability skills such as cooking and culinary skills, designers, food critics	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Spring 1 Lesson 1 To research rationed ingredients during WW2. To understand that not all foods were rationed.	To evaluate products based on taste and texture.	Understand and apply the principles of a healthy and varied diet.	Texture Taste Product Hygiene Implication Rationing Savoury Quantity Health and Safety	GD Using 1940's style shop, pupils could weigh and measure ingredients, converting between imperial and metric measures SEND – Children to work with metric measures. Children to have visual support or physical items to use. children to be supported throughout	Knowing alternatives that would be needed if certain ingredients were rationed. Rationed food will be less appetising than non-rationed food	Children are introduced to rationing, they will look at why rationing was introduced and the types of foods which were rationed. They will look at the types of food and how much was rationed to individuals Share a typical; weekly menu from the 40's and allow time to discuss. SEND: Children to work out an evening menu for one person for each day in a week and cost all of the items, identifying which items they have grown, bought, had from ration book. Year 5 – Children to create an evening meal for each day of the week for a family of 4 using only rationed ingredients as well as home grown ingredients Year 6 – Create a weekly menu for a family of 4 using only rationed ingredients as well as home grown ingredients Extension:

						<p>Children to work out a weekly menu and cost all the items They can weigh and measure all of the items if necessary</p> <p>https://www.youtube.com/watch?v=7e5oygzUrs4</p> <p>Resources and slides on Trust shared.</p> <p>Deepen the moment Year 5 - Do you think rationing improved health of people in Britain? Year 6 - How do you think rationing changed the British diet</p>
<p>Spring 1 Lesson 2</p> <p>To understand the importance of food hygiene To know the different aspects of hygiene.</p> <p>Some foods require preparation before they can be cooked.</p> <p>Vegetables should be washed before use.</p> <p>Microbes can be found on our food and can transfer to humans Cooking food properly can kill</p>	<p>To understand what is meant by food hygiene</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>		<p>GD Children will be using a range of vocabulary in their explanations and backing up their evidence with reasons</p> <p>SEND – Children will work in small supported groups looking at pictures of different food hygienic practises and be able to say why they are or are not being hygienic.</p>	<p>Hygiene just means to wash your hands.</p> <p>Not understanding that food hygiene also refers to how food is prepared/ stored and cooked</p> <p>Refrigeration only stops microbes growing, it doesn't kill them.</p>	<p>Introduced to importance of food hygiene</p> <p>Discuss with children why they think it is important. What do they already know about it?</p> <p>Children watch video and take notes in their curriculum books (teacher to pause at different points for discussion and to elaborate on notes)</p> <p>SEND – Children use spot the different pictures to identify bad hygiene</p> <p>Year 5 Design a poster which details how to be food hygienic learnt through R4P and main lesson with their top tips</p> <p>Year 6 – Create an information leaflet about food hygiene learnt through R4P and main lesson with their top tips</p> <p>Resources and slides on Trust shared.</p> <p>https://www.youtube.com/watch?v=flxmB8NKMzE</p> <p>Deepen the moment Year 5 - Microbes are always bad for humans - do you agree with this statement?</p>

<p>harmful microbes Bacteria multiply very quickly.</p>						<p>Year 6 - When working with food what do you think the most important piece of hygiene information is? Explain why</p>
<p>Spring 1 Lesson 3 + 4</p> <p>Certain foods were unavailable and others were restricted during rationing</p> <p>To know the ingredients which were rationed</p> <p>To learn different recipes which were used during WW2</p>	<p>To design and create a wartime cake using ingredients available during rationing.</p>	<p>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. 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. Select from and use a wider range of tools and equipment to perform practical</p>		<p>GD Research how different ingredients were use creatively to create different cakes. Be able to discuss the constraints bakers would have had during WW2. Children generate annotated sketches of their designs</p> <p>SEND Supported by adults and peers to make their cake. Certain steps may be done for them (this will be bespoke to individual needs)</p>	<p>Children lack understanding of a range of wartime cakes,</p> <p>Children are unable to recognise and use appropriate ingredients, suitable for a wartime cake.</p> <p>Children lack a full understanding of rationing and are unable to apply this to their recipe.</p>	<p><u>Lesson 3 - designing</u> Children will learn about the history of cake</p> <p>Using a simple Victoria sponge, children are going to complete a Look, texture and taste test.</p> <p>Look at the ingredients and explain that these would have been rationed</p> <p>Children are given the opportunity to add different ingredients to their basic sponge recipe based on available goods (in resources) Children to work in small groups for this as they will be creating their cakes in groups</p> <p>Children to write their final recipes using a basic Victoria sponge which they can adapt.</p> <p>SEND Children will add one additional ingredient to their recipe. Children will copy the recipe using pro forma. Children will have word banks and sentences openers to help writing Y5 – Children to add 2-3 additional ingredients and write out their recipes using a range of instructional writing features. They will write the method they intend to using word bank of instructions Y6 - Children to add 2-3 additional ingredients and write out their recipes using a range of instructional writing features. They will write the method they intend to using a variety of sentences structures and vocabulary appropriate to the task</p>

		<p>tasks [for example, cutting, shaping, joining and finishing], accurately</p>			<p>A WAGOLL is provided for the creation of a simple Victoria Sponge</p> <p><u>Deepen the moment</u></p> <p>Year 5/6 In your opinion, which is the most important: Texture, taste or appearance. Give reasons</p> <p><u>Lesson 4 - creating</u> IWB / PP Youtube links Recipes Design templates (completed by now)</p> <p>All found on the trust shared in DT folder.</p> <p>Children will have written their recipes in preparation</p> <p>Children work in small groups to bake and complete their rationed cake – <i>this may go over a few afternoons for all children to safely use the available equipment (kitchen area) within school</i></p> <p>Ensure pictures are taken of the process as evidence and to aid children in their evaluation</p> <p>Children to taste their cake and use quick evaluation in preparation for the evaluation process.</p> <p><u>Deepen the moment</u></p> <p>Year 5 Whose opinion is more important in the design process; the creator or the user (who is eating)</p> <p>Year 6</p>
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						What information is important when designing a cake?
Spring 2 Lesson 5 Evaluate cake based on design criteria, picking out good points and improvement points.	To evaluate a savoury dish using ingredients available during rationing	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Evaluate Fit for purpose Function Good points Improvements Appearance Criteria Test Reflect	GD Summarise and explain the more advanced skills needed to create savoury dish with rationed ingredients. Children will evaluate their ideas taking into account opinions of others and be able to critically reflect on their design SEND Bespoke to needs regarding writing – mirror SEND support in writing lessons for this task.	Evaluate just means talk about what steps were taken.	IWB Key vocabulary list (on IWB) All found on the trust shared in DT folder. Children use the pictures and the information from their taste tests to write an evaluation of their cake. Children will use word banks to structure their evaluations of their cakes <u>Deepen the moment</u> Year 5 -Summarise and explain the skills needed to design a wartime cake using key vocabulary taught Year 6 - Summarise and explain the more advanced skills needed to design and create a wartime cake using key vocabulary taught

Context (big picture learning)
 In this unit, pupils will primarily learn how to research, design / plan, make and evaluate a product that is functional, fit for purpose and meets the design criteria. Whilst learning these skills, they will also gain an understanding of key / specific / topic related vocabulary (see above).. Pupils will learn transferable skills, early employment skills, and will practise being reflective and evaluative in order to improve their outcomes. This unit also provides many opportunities for cross-fertilisation, as stated in the '*Links to other learning (cross fertilisation)*' section of this planning document.

Link to resources: IWB slides, accompanying resources lesson by lesson, reading for productivity one for each lesson)

Folder name (Trust Shared>Primaries>Cycle B>Goodnight Mister Tom>DT)

