



Food – Come Dine With Me (WWII style)



Year: 6
Term: Autumn

Essential Prior Knowledge

Children already know:

- How to use research to develop design criteria to meet an identified purpose.
- How to select the equipment and materials I will need to create my product.
- How to design a functional, appealing, healthy food product that is fit for purpose.
- How to test and compare flavours, textures and the appearance of different foods.
- How to explain why foods are in season at different times of the year and why it is good to eat seasonal food.
- How to include seasonal food in dishes I prepare.
- Where and how a variety of ingredients are grown, reared, caught and processed.
- How to use a range of cooking tools to cut, grate and peel fruit and vegetables in different ways.
- The different food groups needed for a healthy, balanced diet when preparing a dish
- That food was restricted during World War Two due to rationing.

Key knowledge (facts and skills) for unit

Technical and pre-design knowledge

Rationing – children to know that rationing is the limiting of goods or services that are in high demand and short supply. It is often undertaken by governments as a way of mitigating the impact of scarcity and dealing with economic challenges.

Savoury/Sweet Dishes – Children will know the difference between savoury and sweet dishes and suggest different foods that belong to each category.

RDA – (Recommended Daily Allowance) Children will know that RDA is the quantity of a particular nutrient that should be consumed daily to maintain good health.

Shelf life – children will know the difference between ‘best before’ and ‘use by’ labels.

Design

- To know how to research World War Two food products and conduct market research/ taste tests to inform my design specification.
- To know how to develop and make changes to my recipe and method to have a clear plan to work from, explaining the key steps, method and ingredients and including facts and drawings from research undertaken
- I know how to select a final design based on my evaluation and feedback from my research including taste tests and restrictions on ingredients.
- To test, compare and consider flavours, textures and the appearance of different foods against my own set criteria to inform my design.
- To know how to compare nutritional values.
- To know how to explain how food today has changed since World War Two and suggest why
- To consider a range of flavours, textures and appearances to create a dish.

Make

- To know how to create a World War Two inspired meal from a recipe.
- To know how to measure out quantities of ingredients given in a recipe.
- To know how to use a variety of cooking techniques such as: pouring, sieving, folding, whisking to combine ingredients appropriately
- To follow food safety guidelines to avoid cross-contamination and potential injuries from sharp utensils

Evaluate

- To know how to evaluate my dish against the design specification explaining strengths and weaknesses.
- To know how to receive evaluation from others through taste tests to be conducted.
- To know key events and individuals in design and technology have helped shape the world

Key Outcomes

How will I conduct market research to inform my 'World War Two meal design?'

Children will work in groups to research food from during World War Two and decide who is making each course – then children begin researching a suitable course for that ingredient. Children need access to computers/laptops/ tablets to research recipes. They will have set ingredients that they can use – this is to limit the various ingredients that need to be bought. Recipes will also include the constraints of WW2 rationing and availability of ingredients from that period. When each group think they have found a course recipe that suits their taste and cooking ability, they will consider whether or not the flavours of each course will go well together as a three course meal and select the recipes they need.

How nutritious will my product be and what ingredients will I need?

Children investigate and compare ingredients by their nutritional value. (E.g. comparing RDA of different dishes or the difference between using sugar or seasonal fruits as a natural source of sugar.) Children will write up their list of ingredients then read through the method and write down the equipment each step requires, e.g.: bowl, kettle, grater, etc. (These lessons could be carried out as a rotation, with children completing each of the following three activities for the remainder of the topic:

- Preparing one of the courses.
- Creating a storyboard that explains how the main ingredient in their course is grown/reared, farmed/caught and processed.
- Writing up a family or favourite recipe that will be added to a class cookbook)

Can I create my dish?

Children will measure and combine ingredients to follow a recipe for making their course. Children will need close supervision when using sharp utensils to prepare food and using hot pans and ovens. Remind them of food safety and hygiene. Children will be able to explain what 'farm to fork' means and what food safety considerations there are when cooking.

How successful is our World War Two-inspired menu?

Children will evaluate their dish against the specification and seek evaluation from others through questionnaires and taste tests. Children will taste the dishes that each group makes. Take a score out of five from each child in the tasting pair, add these together and record this overall score on the 'Come Dine with Me' Score Sheet.

Assessing Pupils' Understanding and Progress

Pupils with secure understanding indicated by: Finding a suitable recipe for their course and ingredient and recording the relevant ingredients and equipment needed. Following a recipe, including using the correct quantities of each ingredient. Writing a recipe: explaining the process taken. Explaining where certain key foods come from before they appear on the supermarket shelf.

Pupils working at greater depth indicated by: Finding a suitable recipe for their course and ingredient and recording the relevant ingredients and equipment needed. Understanding the combinations of food that will complement one another. Following a recipe, including using the correct quantities of each ingredient and adapting the recipe based on their prior research. Writing a recipe: explaining the key steps, method and the ingredients needed. Explaining where certain foods come from before they reach the supermarket and explaining what impact different methods of farming have on the wider world.



Key vocabulary

- Ration
- Sustainability
- Seasonal/seasonality
- Taste
- Accompaniment
- Cross-contamination
- Equipment
- Flavour
- Ingredients
- Method
- Preparation
- Processed

