




Year 5 Design and Technology: Food and Nutrition – Block F

What can you learn from different cultures' diets?

- This block is set in the context of the CUSP Geography unit 'World countries'.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3	At the end of this block, pupils will ...	
Exploring diets from different cultures	Exploring how a stir-fry is nutritious	Exploring health qualities of spices	Know:	Be able to:
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Applying skills	How foods can be used as medicines	Roll and shape ingredients
Evaluating outcomes	Evaluating outcomes	Evaluating outcomes	How eating food from different countries can help us be healthy	Slice and ribbon a range of vegetables
				Stir-fry vegetables

			In this block, pupils will look to different countries to see what can be learnt from different cultures. The recipes chosen showcase how certain foods can contribute to good health and wellbeing. Pupils will also learn how modern British food represents an eclectic mix of cultures.
<i>Summer rolls</i>	<i>Stir-fry</i>	<i>Bombay potatoes</i>	

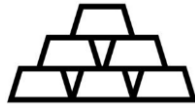
CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Point of reference:

Y5 Food and Nutrition – Block F

Pupils will be able to:

- use a range of techniques to prepare and cook vegetables with accuracy and confidence
- recognise that good nutrition keeps the body healthy, provides energy and helps the body to repair



Prior Learning

- identify some advantages and disadvantages of eating pre-prepared food
- use appropriate vocabulary to explain processes and describe aromas, flavours and textures

Nutrition Notes:

During the past 50 years, the British diet has not changed a great deal, but our society has. People's lives – particularly in relation to their work – are much more sedentary than before and so the British diet, which is traditionally high in carbohydrates and animal fats, is no longer as suitable as it once was. Currently, most wealthy countries around the world are suffering from an obesity crisis. This is not the case in West African and some Asian countries. This block looks to different countries for ideas on how we might adapt our diets and how we can use food as a medicine, not just fuel. Ingredients like turmeric, ginger, spices and fresh herbs have been used for their medicinal purposes for centuries.

Links to Literature:

The Edible Atlas: Around the World in Thirty-Nine Cuisines by Mina Holland

Health and Safety:

This block requires pupils to use peelers, knives and hobs. Teachers should ensure that they follow their own school's risk assessments and policies for using the necessary materials and equipment. Pupils should be taught about how to use materials and equipment safely and responsibly as part of these lessons.

Food Hygiene:

Please ensure all foods purchased are correctly stored and at the appropriate temperature. All food made should be cooled before being refrigerated. All food should be taken home and consumed within three days. All the recipes are suitable to be eaten hot or cold. Please refer to your school's allergy register before starting this block.

Environmental Factors	Cultural Links
Using locally grown vegetables is often better for the environment but recent studies have shown that the carbon footprint of importing foods could be less than trying to grow foods out of season in this country.	British food culture is one of the most multicultural in the world and can be dated back to the age of exploration. Due to historic migration, the most popular foods in the UK often originate from different countries. The block provides a great opportunity to celebrate the range of cultures in your school and community.

Point of explanation:






Y5 Food and Nutrition – Block F

Core Knowledge	Explanation
culture	Culture refers to the customs and beliefs, art, way of life and social organisation of a particular country or group.
migration	Migration is the movement every year of large numbers of birds or animals from one place to another. It can also mean the movement of people to a new country or area in order to find work or better living conditions.
spices	Spices are one of the various types of powder or seeds that come from plants and are used in cooking. Spices have a strong taste and smell.

Technical Vocabulary	Definition
medicinal	helpful in the process of curing illness or infection
fragrant	having a pleasant smell
stir-fry (noun)	a hot dish made by frying small pieces of meat, fish and / or vegetables
stir-fry (verb)	to fry (meat, fish or vegetables) rapidly over a high heat while stirring briskly





Link to Video: https://vimeo.com/680817181/8c14813baa
<ul style="list-style-type: none"> • Explanation and demonstration of taught content • Lesson by lesson guidance • Exemplification of techniques and outcomes

Supporting Recipe: Y5 Food and Nutrition – Block F

	Lesson 1	Lesson 2	Lesson 3
Dish 	Summer rolls	Stir-fry	Bombay potatoes
Equipment 	Mixing bowls Chopping boards Vegetable knives Peelers Graters	Mixing bowls Chopping boards Vegetable knives Peelers Woks or large frying pans	Tin foil Oven trays Chopping boards Vegetable knives Peelers Pestle and mortar (or similar)
Ingredients 	<p><i>Quantities for two pupils:</i></p> <ul style="list-style-type: none"> • 1 nest of rice noodles • 6 Vietnamese rice paper wrappers • 3 tbsp rice wine vinegar • 1 lime • 2 tsp caster sugar • 3 tbsp fish or soy sauce • A selection of salad vegetables • Fresh coriander and mint • Vegetable oil 	<p><i>Quantities for two pupils:</i></p> <ul style="list-style-type: none"> • 1 nest of egg or rice noodles • A selection of stir-fry vegetables • 2 tsp of soy sauce • 1 lime • 1 tsp honey • 2 tsp vegetable oil 	<p><i>Quantities per pupil:</i></p> <ul style="list-style-type: none"> • 1 potato • Handful of spinach • 1 tsp cumin seeds • ½ tsp mustard seeds • 1 tsp garam masala • 1 tsp turmeric • ½ tsp ground cumin • ½ tsp ground coriander • Fresh coriander • 1 tsp olive oil • 1 tsp natural yoghurt (optional) • 1 tomato (optional)
Method 	<ol style="list-style-type: none"> 1. Cook and cool the noodles. 2. Prepare the vegetables and add to the noodles, along with chopped coriander and mint. 3. Mix together 1 tbsp rice wine vinegar, ½ tsp oil, 1 tsp sugar and 1 tsp fish sauce. Add this dressing to the noodles and vegetables. 4. Soak the summer roll wrappers in lukewarm water for a few minutes. Once pliable, place on a board. 5. Add a spoonful of the vegetable and noodle mixture onto the wrapper, and roll up as you tuck in the sides. 6. Make a dipping sauce from rice wine vinegar, herbs, oil, fish sauce, sugar and lime juice. 	<ol style="list-style-type: none"> 1. Cook and cool the noodles. 2. Finely dice the ginger and garlic. 3. Slice the vegetables. 4. Arrange ingredients on a plate in the order they will be cooked with the 'holy trio' of ginger, garlic and onion first. 5. Mix the soy sauce, lime and honey together. 6. Heat the vegetable oil on a medium heat. 7. Add your 'holy trio' and stir-fry until fragrant. 8. Add your vegetables one by one and keep stirring. 9. Add noodles and then the sauce. 	<ol style="list-style-type: none"> 1. Chop potatoes and par-boil in water with 1 tsp turmeric. 2. Cool the potatoes and place on a sheet of foil. 3. Crush the cumin and mustard seeds. 4. Add these and other spices to the potato. 5. Season with salt and 1 tsp oil. 6. Add the spinach and mix with your hands. 7. Make a foil parcel and bake in the oven at 200°C for 20 – 25 minutes. 8. Serve with yoghurt, coriander and tomatoes.

Point of delivery:

Y5 Food and Nutrition – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Chop, slice, ribbon, peel and grate vegetables</p> <p>Make the link between good nutrition and improved health, energy levels and resistance to illness</p> <p>Identify the vitamins and minerals found in a range of vegetables and their associated health benefits</p> <p>Explain that the nutritional value of vegetables reduces as they are cooked</p>	<p>Explain how changes in lifestyles over time require a change in diet</p> <p>Explore the nutritional value of traditional Asian recipes, ingredients and cooking methods</p> <p>Make a traditional Vietnamese summer roll</p> <p>Use traditional Asian ingredients such as mint, coriander, fish sauce and rice wine vinegar to add flavours</p> <p>Evaluate outcomes and suggest ways that a recipe could be adapted</p>	<p>Introduce pupils to the key question for this block: What can you learn from different cultures' diets? Share and explain the key vocabulary from the Knowledge Note. Through questioning and discussion, elicit pupils' recall and understanding of the nutritional value of vegetables and why eating raw vegetables has significant health benefits.</p> <p>Discuss the fact that traditionally the UK diet is high in fat and carbohydrates. Historically, much of the population needed such food to give them energy to do manual work and to keep warm. Now that homes are well heated and machines do much of the work that used to be done manually, such a carbohydrate-rich diet is no longer required.</p> <p>Introduce pupils to some traditional Asian dishes and discuss the types of ingredients that are used.</p> <p>Explain to pupils that they will make a Vietnamese snack called a summer roll. Demonstrate how to cook the rice noodles in boiling water and then provide pupils with a range of salad vegetables, allowing them to practise their knife skills by slicing each vegetable finely.</p> <p>Demonstrate how to add flavour by using herbs such as mint and coriander and by making a dressing which includes the core flavours found in Asian cuisine: sweet, salty, spicy and sour. (Teachers may decide to omit the fish sauce.)</p> <p>Show pupils how to rehydrate the wrappers and encourage them to describe how the appearance and consistency of the wrapper changes. Once a simple dipping sauce is made, invite pupils to taste and suggest ways in which the flavours could be adjusted.</p> <p>Encourage pupils to record the processes and their evaluations in their portfolios. Prompt pupils to generate ideas about alternative fillings that could be used.</p>	<p>Can explain how diets need to change in line with changes in lifestyles</p> <p>Can explain why we need fewer carbohydrates and more vegetables in our diet</p> <p>Can identify core flavours of sweet, sour, salty and spicy and know some ingredients that provide these flavours</p> <p>Can form a wrapper to encase a prepared filling</p> <p>Can use knife skills with accuracy</p> <p>Can suggest alternative ingredients that could be used to adapt or change a recipe</p>

Questions for assessment



Why does the body need some carbohydrates and fats?

Why did people need to eat lots of carbohydrates in the past?

Why should we eat fewer carbohydrates and more vegetables?

Name some key flavours and ingredients used in Asian cookery.

Where in the world is Vietnam?





What does culture mean?

Does adding sugar to the dip and the dressing make it unhealthy?

What gives the dip and dressing its salty flavour?

Point of delivery:

Y5 Food and Nutrition – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>2. Explain how changes in lifestyles over time require a change in diet</p> <p>Explore the nutritional value of traditional Asian recipes, ingredients and cooking methods</p> <p>Make a traditional Vietnamese summer roll</p> <p>Use traditional Asian ingredients such as mint, coriander, fish sauce and rice wine vinegar to add flavours</p>	<p>Identify and use some core ingredients and flavours found in Asian cuisine</p> <p>Explore how specific vegetables enhance our health and have medicinal qualities, such as garlic and ginger</p> <p>Use the stir-fry cooking technique</p> <p>Evaluate outcomes</p>	<p>Recap the health benefits of including a range of vegetables in our daily diet and explain to pupils that many Asian dishes are based on vegetables for this reason.</p> <p>Introduce pupils to stir-frying as a quick method of cooking meat and vegetables. Ask pupils whether they have eaten or made stir-fry dishes before.</p> <p>Explain that many Asian dishes use the 'holy trio' of ginger, garlic and spring onion as their base. Have these ingredients prepared for the pupils in advance and explain the medicinal qualities of ginger and garlic.</p> <p>Provide a range of vegetables for pupils to prepare, using the knife skills they have learnt in previous blocks, such as the claw method. Prompt pupils to slice the vegetables into thin strips to expedite their cooking.</p> <p>Explain that because stir-frying requires ingredients to be cooked quickly, it is important to prepare everything in advance and adopt a systematic approach so that ingredients that take longer to cook are introduced to the pan first. To this end, demonstrate how to place the prepared vegetables on a plate in the order they will be cooked.</p> <p>Remind pupils that another key component of Asian dishes is the inclusion of the key flavours: salty, sour and sweet. Show pupils how to create a sauce of these flavours using lime juice, soy sauce and honey.</p> <p>Once all ingredients – including rice or egg noodles – are prepared, demonstrate the stir-fry method, ensuring that pupils are made aware of some safety points such as not shaking the wok and keeping one hand on the wok whilst they cook.</p> <p>Encourage pupils to taste and evaluate their stir-fry meals and complete Vocabulary Task 1.</p>	<p>Can explain why eating a range of vegetables is good for them</p> <p>Can explain why cooking vegetables for a short period of time is healthier than cooking them for a long time</p> <p>Can identify vegetables that have medicinal qualities</p> <p>Can use knife skills safely and with accuracy</p> <p>Can follow the method involved in stir-frying</p> <p>Can explain preferences about flavours and textures and make suggestions for improvements</p>

Questions for assessment

Is Asia a continent or a country?

Can you name some traditional Asian ingredients?

Why are ginger and garlic good for you?

What is stir-frying?

Why is cooking vegetables quickly healthier than cooking them for a long time?





What is the 'holy trio'?

What are the key flavours in Asian cookery?

What ingredients can provide a sour flavour?

Point of delivery:

Y5 Food and Nutrition – Block F

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>3. Identify and use some core ingredients and flavours found in Asian cuisine</p> <p>Explore how specific vegetables enhance our health and have medicinal qualities, such as garlic and ginger</p> <p>Use the stir-fry cooking technique</p>	<p>Identify and use some core ingredients and flavours typical of Indian cuisine</p> <p>Explain how UK diets have been influenced by Indian cuisine</p> <p>Explore the medicinal qualities of spices such as turmeric</p> <p>Experiment with spice mixes to add flavour to vegetables</p> <p>Explain the term par-boil</p> <p>Select vegetables for their flavour and nutritional value</p> <p>Evaluate outcomes and explain how a recipe can be adapted</p>	<p>Refer pupils back to the key question for this block: What can you learn from different cultures' diets? Prompt pupils to explain what they have learnt so far about Asian ingredients and cooking methods.</p> <p>Explain that pupils will focus on the cuisine of another Asian country, India, and show them a range of spices common to Indian recipes. Encourage pupils to smell and taste them and learn their names. Discuss the medicinal qualities and health benefits of some of these spices and talk about how the UK diet has been influenced and enhanced by the migration of Indian people.</p> <p>Show pupils how to make a spice mix using garam masala as a base. Demonstrate how to crush cumin and mustard seeds using a pestle and mortar and add this to the mix. Sprinkle the mix onto some par-boiled (define this term) potatoes and add spinach and other vegetables such as red pepper. Talk about the nutritional value of the ingredients used. For example, spinach is a good source of iron, and peppers of vitamin C.</p> <p>Once the potatoes have been baked in a foil parcel, encourage pupils to add garnishes and serve with natural yoghurt. Prompt pupils to describe the flavours and textures and explain what they like or dislike about their dish, giving reasons for their preferences.</p> <p>Pupils complete Vocabulary Task 2 to evaluate what they have made.</p>	<p>Can name a range of spices and identify some of their medicinal qualities and health benefits</p> <p>Can select and mix spices to add flavour to vegetables</p> <p>Can describe the textures and flavours of food and suggest ways in which a recipe could be improved or adapted</p> <p>Can state preferences about their food and give reasons why they like or dislike specific flavours</p>

Questions for assessment



Where is Bombay? **What** is this city now called? **Can** you find it on a map?

Do potatoes have any nutritional value?

Name some spices traditionally used in Indian cookery.

Why is spinach a good ingredient to include?

What are the health benefits of including turmeric in our diets?

Where do spices come from?

What does par-boil mean?

Why is natural yoghurt a good accompaniment to spicy food?

Oracy and Vocabulary: Y5 Food and Nutrition – Block F

Task 1:

To stir-fry means to cook food quickly.
Order these adverbs from slowest to fastest.



leisurely

hastily

swiftly

rapidly

sluggishly

instantaneously



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Exploration:



If you were making a chicken stir-fry, what order would you cook these ingredients in?

spring onion, chicken pieces, ginger, red pepper, carrots, garlic, mushrooms, Chinese leaves, rice noodles

True or false?

The length of time you cook vegetables for does not affect their taste, texture or nutritional value.



Task 2:

Work with a partner to answer these questions about your cooking.

Describe some new techniques you have learnt in these lessons.	
List the ingredients you have cooked with that you have not tried before. Which did you like / dislike? Explain why.	
Which of your dishes are you most pleased with and why?	
Which dish were you least pleased with? What would you do differently next time?	
Explain what you have learnt about the diets of different cultures.	

Vocabulary: Y5 Food and Nutrition – Block F

OWN-it	Analyse
<p>Underline the part of this word that means <i>many</i>.</p> <p style="text-align: center; font-size: 1.2em;">multicultural</p>	
<p>Change this noun to a past tense verb.</p> <p style="text-align: center; font-size: 1.2em;">migration - _____</p>	
<p>Write the root word which <i>medicinal</i> is derived from.</p> <div style="border: 1px solid black; height: 50px; width: 100%; margin-top: 10px;"></div>	

KNOW-it	Define
<p>Tick true or false.</p> <p style="text-align: center;">Stir-fry is a method of preserving food.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px 20px; border-radius: 5px;">true</div> <div style="border: 1px solid black; padding: 5px 20px; border-radius: 5px;">false</div> </div>	
<p>Tick the correct definition of the word <i>spice</i>.</p> <ul style="list-style-type: none"> <input type="checkbox"/> powder or seeds derived from plants <input type="checkbox"/> a type of food <input type="checkbox"/> a particular plant species 	
<p>Write a definition of the term <i>migration</i>. Use no more than five words.</p> <div style="border: 1px solid black; height: 50px; width: 100%; margin-top: 10px;"></div>	

LINK-it	Connect				
<p>Write a synonym of the word <i>migration</i>.</p> <div style="border: 1px solid black; height: 40px; width: 100%; margin-top: 10px;"></div>					
<p>Write two words that contain the root <i>medic</i>.</p> <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div> <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>					
<p>Write a synonym and an antonym of the word <i>fragrant</i>.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th style="width: 50%; padding: 5px;">synonym</th> <th style="width: 50%; padding: 5px;">antonym</th> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>		synonym	antonym		
synonym	antonym				

USE-it	Use in context
<p>Tick the box if the word <i>fragrant</i> has been used correctly in this sentence.</p> <p style="text-align: center;">Her teacher always wore the same <i>fragrant</i>.</p> <div style="text-align: right; margin-top: 10px;"> <input type="checkbox"/> </div>	
<p>Use the word <i>culture</i> in a sentence.</p> <div style="border: 1px solid black; height: 80px; width: 100%; margin-top: 10px;"></div>	
<p>Use these words in a sentence.</p> <p style="text-align: center; font-size: 1.2em;">medicinal spices</p> <div style="border: 1px solid black; height: 60px; width: 100%; margin-top: 10px;"></div>	

Knowledge Note:

Y5 Food and Nutrition – Block F

Year 5: Food and Nutrition

What can you learn from different cultures' diets?



Core content:

Look to different countries to see what can be learnt from different cultures.
Learn how certain foods can contribute to good health and wellbeing.
Learn that the UK diet is influenced by a range of different cultures.

Technical vocabulary:

Culture – the customs and beliefs, art, way of life and social organisation of a particular country or group.



Migration – the movement of people to a new country or area in order to find work or better living conditions.



Spices – one of the various types of powder or seeds that come from plants which are used in cooking.



Medicinal – helpful in the process of curing illness or infection.



Fragrant – having a pleasant smell.



Stir-fry (noun) – a hot dish made by frying small pieces of meat, fish and / or vegetables.



Stir-fry (verb) – to fry (meat, fish or vegetables) rapidly over a high heat while stirring briskly.



Techniques:



slicing



ribboning



stir-frying

Year 5: Food and Nutrition

What can you learn from different cultures' diets?



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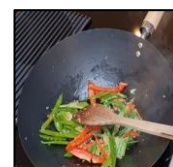
Techniques:



slicing



ribboning



stir-frying

Exemplification: Y5 Food and Nutrition – Block F

What can you learn from different cultures' diets?

Food and Nutrition

What can you learn from different cultures' diets?

Historically, people needed to eat food rich in carbohydrates to give them energy to do manual work and to keep warm. Now, lifestyles have changed and people no longer need to eat so many carbohydrates.

1 **SUMMER ROLLS**

I did like the texture of the wrap. The radish was too peppery.

A filling is made from salad vegetables such as ~ radishes ~ Chinese leaves ~ carrot

We used wrappers that have to be soaked in lukewarm water to re-hydrate them. They are translucent and pliable and you can see the filling inside. Sugar

Extra flavour was added, using mint and coriander. We made a dipping sauce with... fish sauce ~ salty lime juice ~ sour ~ sweet

2 **STIR-FRY**

I liked the crispy vegetables. I did not like the salty fish sauce.

The vegetables are sliced and added to the wok one at a time so that everything is cooked evenly.

3 **BOMBAY POTATOES**

I liked the taste of the cumin. I did not like the texture of the spinach.

I used garam masala, tomato and mustard seeds in my spice mix. I added paprika to give the potatoes a smoky flavour.

diets that include lots of vegetables

food used for medicinal qualities

WOK CLOCK

ASIA → India → Thailand → Vietnam → China

Pose questions to pupils:

- Why do we need to eat fewer carbohydrates?
- Why should we eat a range of vegetables?

Introduce pupils to ingredients and techniques common to Asian cookery

Explore the medicinal qualities and prompt pupils to make notes about these

Encourage pupils to state their preferences about the flavour and texture of the food they have prepared

Prompt them to suggest ways in which each recipe could be adapted or improved

Remind pupils to use relevant technical vocabulary such as:

- fragrant
- medicinal
- spices

Use questioning to assess their understanding

Encourage pupils to make a record of the cooking techniques they have learned such as:

- stir-frying
- re-hydrating wrappers and cooking rice noodles
- creating a spice mix from a range of spices