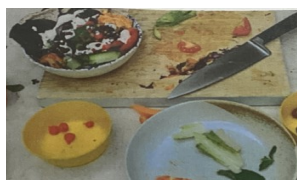


Year 5 DT: Why are our diets so different?



Lesson	Working at	Greater depth	Assessment activity/evidence Quiz/questioning (written or oral), map, diagram/essay	Assessment
1– Exploring nutrition Explicit teaching of culinary skills Evaluation outcomes	Knead, roll and stretch the dough to make flatbread– garlic bread Explore varieties of bread and know the differences/ identify foods that come from different countries Explain what unleavened bread is	Can give insightful differences between food from different countries	Oral Questions for assessment D.T book/showbie photos	
2– Explore diets from different countries Explicit teaching of culinary techniques and skills Evaluating outcomes	Know that the Uk diet is influenced by different cultures Creativity in creating sandwiches.– Smorrebred Knife skills Explain choices and evaluate results and suggest improvements	High standard of presentation, arrange colours and textures, height of sandwiches Can give detailed ways our diet is influenced by different cultures	D.T book/showbie photos Question for assessment Vocab task 1	
3– Explore diets from different countries Apply skills Modify and improve	Ribboning, slicing, dicing and grating skills Know what makes a healthy diet= a rainbow of vegetables Identify countries where food comes from– Mezze bowl Nutrition– know that there are alternatives to meat	High standard of presentation Excellent skills Can give a detailed answer to what makes a healthy diet	Questions for assessment Oral D.T book Vocab task 2	

END OF UNIT TEACHER ASSESSMENT:

WT

EXP

GD

NATIONAL CURRICULUM: Through a variety of **creative and practical activities**, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of **designing and making**. They should work in a range of relevant contexts [for example, **the home**, school, leisure, **culture**, enterprise, industry and the wider environment]

Design: use research and develop design criteria to inform the design of **innovative, functional, appealing products that** are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through **discussion, annotated sketches**, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make: **select from and use a wider range of tools and equipment** to perform practical tasks [for example, **cutting**, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and **ingredients**, according to their **functional properties and aesthetic qualities**

Evaluate: **investigate and analyse a range of existing products** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:
apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products