

1. Year Group Years 4	2. Aspect of D&T Food Focus Healthy and varied diet	4. What could children design, make and evaluate? Healthy Tudor Banquet – consisting of different dishes/elements that will provide nutritional balance and taste good.	5. Intended users Themselves & their families.	6. Purpose of products To enable children to demonstrate an understanding of healthy eating and how our understanding of nutrition has developed over time.	16. Possible resources Information about Tudor foods and recipes range of relevant example foods to taste and evaluate suitable equipment and utensils such as: knives, chopping board, weighing scales, measuring jugs, bowls, baking trays, spoons – various sizes, parchment paper, plastic film	17. Key vocabulary name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations
3. Key learning in design and technology Prior learning <ul style="list-style-type: none">Know some ways to prepare ingredients safely and hygienically.Have some basic knowledge and understanding about healthy eating and <i>The eatwell plate</i>.Have used some equipment and utensils and prepared and combined ingredients to make a product. Designing <ul style="list-style-type: none">Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. Making <ul style="list-style-type: none">Plan the main stages of a recipe, listing ingredients, utensils and equipment.Select and use appropriate utensils and equipment to prepare and combine ingredients.Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics. Evaluating <ul style="list-style-type: none">Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. Technical knowledge and understanding <ul style="list-style-type: none">Know how to use appropriate equipment and utensils to prepare and combine food.Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.Know and use relevant technical and sensory vocabulary appropriately.	10. Investigative and Evaluative Activities (IEAs) * The children will learn about the diet of the Tudors, contrasting with what was eaten by members of the royal family, such as Henry VIII. The prevalent ideas about what constituted a healthy diet were very different to today. Children will learn about the effects on their health of the choices made regarding what they ate and drank. Contrast thoughts about food then with advice given today. <ul style="list-style-type: none">Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, seasonal ingredients purchased from a visit to a local shop, or examples from hot school meals. Link to the principles of a varied and healthy diet using <i>The eatwell plate</i> e.g. <i>What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre?</i>Carry out sensory evaluations on the contents of the food. Record results, for example using a table. Use appropriate words to describe the food: taste/smell/texture/appearance/eg. <i>How do the sensory characteristics affect your liking for the food?</i>Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed e.g. <i>Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed? What products are grown locally? What is in season right now?</i>	11. Related learning in other subjects <ul style="list-style-type: none">Mathematics and computing – making use of mathematical and computing skills to present results of sensory evaluations graphically.Spoken language – developing relevant vocabulary e.g. sensory descriptors. Ask relevant questions to extend their knowledge.Science – using and developing skills of observing and questioning. Humans get nutrition from what they eat. Discuss changes of state if heat is used.	18. Key competencies problem-solving teamwork negotiation consumer awareness organisation motivation persuasion leadership perseverance other – specify			
	12. Focused Tasks (FTs) - (See Recipe Pack) * Look at examples of typical Tudor fare, discuss nutrition of the dishes and whether they could be made healthier, either through substitution of key ingredients, cooking methods or complete changes. * Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. <ul style="list-style-type: none">How many different food processing techniques can be applied to an ingredient e.g. potato? Experiment with grating, finely chopping, chipping. Then apply different cooking techniques: frying, roasting, mashing, boiling etc. Discuss the nutritional merits of each technique as well as reflecting on texture and taste.Food preparation and cooking techniques will be practised by making a food product using an existing recipe, these will be a mixture of Tudor style dishes, modern healthy meals and modern versions of Tudor dishes.Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. <i>What should we do before we work with food? Why is following instructions important?</i>	13. Related learning in other subjects <ul style="list-style-type: none">Mathematics – mass kg/g.Spoken language – developing relevant technical vocabulary e.g. names of utensils and techniques. Ask relevant questions to extend their knowledge.	19. Health and safety Pupils should be taught to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task. Prior to undertaking this project risk assessment should be carried out, including identifying whether there are children who are not permitted to taste or handle any food ingredients or products.			
	14. Design, Make and Evaluate Assignment (DMEA) <ul style="list-style-type: none">Discuss that the purpose of the dishes that the children will be designing, making and evaluating is to show what they have learnt about healthy eating by planning a healthy alternative to a Tudor feast for their families and themselves. Starter, main course and dessert.Develop and agree on design criteria with the children based around nutrition, ensuring they can justify the selection of individual ingredients relating back to healthy eating and a varied diet e.g. <i>What do you need to consider to make it part of a balanced diet? How do we select the ingredients? How could we make it appealing to eat?</i>Ask children to generate a range of ideas encouraging realistic responses.Using discussion, annotated sketches and information and communication technology if appropriate, ask the children to develop and communicate their ideas.Ask children to consider the main stages in making the food product, before preparing/cooking the product including the ingredients and utensils they will need (Do this in groups, based on an agreed set of recipes, to limit the cost of ingredients & equipment required).Evaluate at all stages, as the children cook some of the recipes ask them to reflect on its success and suggest adaptations as well as reviewing their final product against the intended purpose and user, reflecting on the design criteria previously agreed. Consider what others think of the product when considering how it might be improved.	15. Related learning in other subjects <ul style="list-style-type: none">Mathematics – mass kg/g.Art and Design – using and developing drawing skills.Writing – new vocabulary. Use non-fiction texts such as description, explanation and instructions e.g. recipes. Organise their work using e.g. headings, subheadings.Spoken language – consider and evaluate different viewpoints. Use discussion to develop understanding through exploring ideas.	20. Overall potential of project The Tudor Diet http://www.tudorsdynasty.com/diet-in-tudor-england-food-part-one/ Seasonality https://www.thefoodteacher.co.uk/teaching-children-seasonality/ Nutrition and Healthy diet http://archive.foodafactoflife.org.uk/section.aspx?t=0&siteId=15&sectionId=64 http://archive.foodafactoflife.org.uk/VideoActivity.aspx?siteId=19&sectionId=131&contentId=830 https://www.bbcgoodfood.com/howto/guide/healthy-food-kids-will-love			