

Topic: Cooking and Nutrition: Eating seasonally

National Curriculum Objectives which are covered in this unit:

Cooking and nutrition

Pupils should be taught to:

- 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.

Make

Pupils should be taught to:

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>WALT: explain why food comes from different places around the world.</p> <p>Recognising that different foods grow in different climates.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify some fruits and vegetables that cannot be grown in the UK. • I can label countries where different fruits and vegetables grow. <p>Assessing progress and understanding</p> <p>Pupils with secure understanding indicated by: identifying fruits and vegetables that cannot be grown in the UK; demonstrating an understanding that different</p>	<p>WALT: explain the benefits of seasonal foods.</p> <p>Identifying seasonal foods grown in the UK.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I know that importing food has an impact on the environment. • I can match fruits and vegetables with the season in which they grow in the UK. • I can find recipes containing seasonal foods. <p>Assessing progress and understanding</p> <p>Pupils with secure understanding indicated by: acknowledging that imported food travels from far away and has an environmental impact; understanding that vegetables and fruits grow in certain seasons, leading to the UK importing food when it is not in season; using knowledge of seasonal</p>	<p>WALT: develop cutting and peeling skills.</p> <p>Practising food preparation skills.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify equipment used for preparing food. • I can explain why food would or would not need to be prepared. • I can describe the safety rules for preparation techniques. <p>Assessing progress and understanding</p> <p>Pupils with secure understanding indicated by: identifying equipment used for preparing food by matching specific food items with the appropriate piece of equipment; justifying the use of a specific piece of equipment with a type of food; recalling safety rules for</p>	<p>WALT: evaluate seasonal ingredients.</p> <p>Creating design criteria based on a design brief.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can identify current seasonal foods. • I can taste various fruits and vegetables and describe their flavours. • I can contribute to a class taste wheel. <p>Assessing progress and understanding</p> <p>Pupils with secure understanding indicated by: identifying what foods are currently in season; tasting various fruits and vegetables to describe their flavours and contribute to the class taste wheel; expressing preferences for the ingredients tasted and</p>	<p>WALT: design a mock-up using criteria.</p> <p>Designing a seasonal food tart mock-up.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can design a puff pastry tart using seasonal vegetables and fruits. • I can use colours to identify nutritional benefits. • I can describe my puff pastry tart and the benefits of its ingredients. <p>Assessing progress and understanding</p> <p>Pupils with secure understanding indicated by: designing a puff pastry tart using seasonal vegetables and fruits; understanding that each vegetable and fruit provides nutritional benefits.</p> <p>Pupils working at greater depth indicated by: designing a puff pastry tart using an array of seasonal vegetables and fruits based on specific criteria such as taste, appearance and nutritional value; using</p>	<p>WALT: evaluate a dish.</p> <p>Making and evaluating seasonal tarts.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can taste tarts and provide feedback. • I can consider taste, texture, appearance and use of seasonal ingredients. • I can receive feedback on my tart and identify strengths. <p>Assessing progress and understanding</p> <p>Pupils with secure understanding indicated by: tasting tarts and providing feedback, considering taste, texture, appearance, and use of seasonal ingredients; receiving and reflecting upon feedback from classmates and identifying strengths in their own tart.</p>
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<p>climates enable different fruits and vegetables to grow.</p> <p>Pupils working at greater depth indicated by: comparing the climates of different regions and their influence on the variety of fruits and vegetables that can be grown; providing examples of specific fruits or vegetables and explaining why their growth is limited to certain climatic conditions.</p>	<p>foods to find recipes that fit design criteria.</p> <p>Pupils working at greater depth indicated by: describing in detail the environmental impact of food importation and providing examples; explaining the seasonal nature of certain fruits and vegetables; providing examples of when the UK would need to import specific items and from which countries.</p>	<p>the preparation equipment used in the lesson.</p> <p>Pupils working at greater depth indicated by: comparing different pieces of equipment and their uses in food preparation; matching a variety of food items with multiple appropriate pieces of equipment; providing detailed justifications for their equipment choices based on efficiency, safety and the nature of the food being prepared.</p>	<p>explaining which ones would work well together in a tart.</p> <p>Pupils working at greater depth indicated by: describing nuanced flavours of a variety of fruits and vegetables; contributing words to the class taste wheel; articulating pairings of ingredients for a tart while justifying their choices.</p>	<p>complementary flavours as well as colours to construct their tart.</p>	<p>Pupils working at greater depth indicated by: providing suggestions about how flavours could be balanced so that a tart will taste better; looking at the feedback provided by their peers and suggesting suitable ingredients to improve their tart.</p>
<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 1 – Cooking and nutrition: smoothies Year 2 – Cooking and nutrition: balanced diet</p>				
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Year 5 – Cooking and nutrition: developing a recipe</p>				
<p>Key vocabulary to be explicitly taught</p>	<p>Appearance arid climate complementary country cut mock-up mountain peel polar seasonal seasons design evaluate export fruit grate import ingredients Mediterranean snip taste temperate texture tropical vegetable weather</p>				
<p>Cross-curricular links</p>	<p>Geography Human and physical geography Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; ○ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 				

Enrichment <i>Give visit/visitor/first hand experience and focus</i>	
<u>Useful websites/resources</u>	Lower KS2 DT Lesson Plan & Videos Making Tarts