



# Holly Park Learning Organiser

## Year 4 - DT



### Food - Tudor Biscuits

#### Prior Knowledge

Hygiene is important

Using a knife correctly.

How to cut, peel and chop.

How to measure and weigh food items.

To group familiar food products.

To develop food vocabulary using taste, smell and texture.

To understand the need for a variety of foods in a diet.

#### National Curriculum:

- To understand and apply the principles of a healthy and varied diet.
- To prepare and cook a variety of dishes using a range of cooking techniques.
- To understand seasonality and know where a variety of ingredients are grown,

#### Key Vocabulary

Ingredients	Any of the foods or substances that are combined to make a particular dish.
Hygiene	Maintaining health and preventing disease, especially through cleanliness.
Bake	To cook food in an oven.
Combine	To bring or join together into a whole.
Beat	To rigorously mix ingredients.
Stir	To move ones hand or an implement continuously or repeatedly through a liquid or substance.
Weigh	To find out how heavy something is using scales.
Temperature	The degree or intensity of heat.
Calorie	A calorie is a unit of energy that measures how much energy food provides to the body.
Allergen	An allergen is a substance that can cause an allergic reaction.
Honey	A sticky yellowish-brown fluid made by bees, from nectar collected from flowers.

#### Core Knowledge:

Learning how to cook is an essential life skill—part of a healthy diet.

To show an awareness of a healthy diet and a balanced diet.

To be aware of the 5 main food groups (Eatwell Plate)

To know that biscuits were made in Tudor times and that the ingredients varied according to a person's wealth.

To know that there is a wide variety of biscuits available.

To know the basic ingredients in a biscuit.

#### Core Skills:

To analyse the taste, texture and smell of foods.

To analyse food labels.

To select and prepare foods for a particular purpose.

To weigh and measure using scales.

To shape ingredients.

To join and combine food ingredients appropriately e.g beating, mixing, rubbing in.

To mix together more than one ingredient.



#### Cross Curricular Links

**History - Learning about the Tudors**

**English Text -The Devil and his Boy**

**Science - nutrition**

**PSHE - Healthy lifestyles**

## Design & Technology Skills:

### Designing

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
- Explore a range of initial ideas and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

### Making

- Write a step by step recipe, including a list of ingredients, equipment and utensils.
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make and present the food product appropriately for the intended user and purpose.

### Evaluating

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/ graphs and charts.
- Evaluate the final product with reference to to the design brief and design specifications, taking into account the views of others

## Key Questions:

- What do I need to consider when designing my biscuit?  
What flavours shall I incorporate?  
What type of biscuit will I make?  
What kind of biscuits do the shops sell already?  
How could my biscuit product be the same and different?  
What kind of biscuits did the Tudors eat?  
What techniques will I use and what equipment will I need?  
What order will I work in?  
How long will it take?  
Has my biscuit met the design criteria?



## End Points and Areas for Assessment:

### Designing:

Understanding contexts, users and purposes – gather information about user needs; develop their own design criteria; describe the user, purpose and design features of their products and explain how they work.

Generating, developing, modelling and communicating ideas – generate realistic ideas based on user needs; use a range of drawing skills, discussion, prototypes and pattern pieces.

### Making:

Planning – order the main stages of making; select suitable tools, equipment, materials and components and explain their choices.

Practical skills and techniques – follow procedures for safety and hygiene; measure, shape, combine and finish with some accuracy.

### Evaluating:

Own ideas and products - evaluate their ideas and products against their design criteria.

Existing products - investigate how well products have been designed and made, whether they are fit for purpose and meet user needs.

Key events and individuals - know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

### Cooking & Nutrition:

Where food comes from - know that food is grown, reared and caught in the UK, Europe and the wider world.

Food preparation, cooking and nutrition - know how to prepare a variety of dishes safely and hygienically; that a healthy diet is made from a variety and balance of different food and drink;