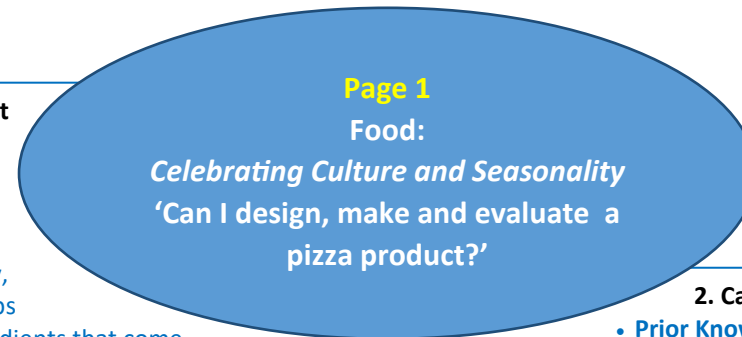




1. Can I research and ask questions about a food product and its ingredients?

- **Prior Knowledge: (Year 4 Autumn):** Know that ingredients can be chosen based on taste, texture and how healthy they are.
- **Vocabulary:** ingredients, processed, source, seasonality, nutrition, carbohydrate, protein, dairy, vegetables, herbs
- Know that food products are made from different ingredients that come from a range of sources (e.g. flour comes from wheat, cheese comes from milk, vegetables are grown in fields or farms)
- Know that ingredients can be grown, reared, caught or processed before use (e.g. tomatoes are grown, milk is reared from cows, fish can be caught, flour is processed by grinding wheat)
- Know that some ingredients are local or seasonal and this can affect availability (e.g. tomatoes may be grown in the UK in summer but imported in winter)
- Know that food products are designed for a user and purpose (e.g. a pizza for children may include familiar toppings, while one for adults may include stronger flavours or healthier options)
- Know that research helps us understand how a product is made and how it could be improved (e.g. finding out popular toppings or healthier ingredient choices)

Task: Explore images of a range of pizza products (e.g. shop-bought, takeaway-style or homemade), guiding discussion on who the product is for (e.g. families, children, people with dietary needs) and its purpose. Discuss ingredients used (e.g. dough, cheese, tomato, toppings) and where they come from (e.g. wheat for flour, milk for cheese, vegetables grown locally or imported). In books, children create a simple research page by labelling a pizza diagram with ingredients and notes about where they come from and how they are processed (e.g. "cheese is made from milk," "flour is ground from wheat"), and write 2–3 questions they could investigate further such as "Which ingredients are healthiest?" or "Which toppings are most popular?"

Designing:

- Generate innovative ideas through research and discussion to develop a design brief and criteria
- Use words and annotated sketches to develop and communicate ideas

Evaluating:

- Carry out research into existing products and ingredients
- Ask questions to understand ingredients, source and nutritional value

Technical Knowledge:

- Understand about seasonality in relation to food products and the source of ingredients
- Know and use relevant technical and sensory vocabulary

2. Can I taste, compare and share my opinions about pizza products?

- **Prior Knowledge:** Know that ingredients come from different sources and can be researched to understand how food products are made.

- **Vocabulary:** texture, taste, appearance, smell, preference, savoury, fresh
- Know that we can test food by using our senses (e.g. tasting, smelling, looking and feeling texture)
- Know that foods can be compared based on taste (e.g. savoury, salty), texture (e.g. moist, crispy), appearance (e.g. colour and shape) and smell
- Know that people have different preferences depending on taste and texture (e.g. some prefer crispy bases, others prefer soft dough)
- Know that results from food tests can be recorded and presented clearly (e.g. tables or simple ratings)
- Know that tasting and comparing food helps us decide how to improve a product (e.g. changing ingredients, texture or flavour)

Task: Explore images of a selection of pizza products (e.g. different bases, sauces or toppings), guiding discussion on taste, texture, appearance and smell. Encourage children to describe what they like and dislike using appropriate vocabulary. In books, children complete a simple table comparing at least two pizzas, including categories such as taste, texture, appearance and overall preference. Children then present results using a simple rating system (e.g. stars) and write a short conclusion such as "Most children preferred the crispy base because it had more texture" or "The pizza with more cheese was rated higher for taste."

Designing:

- Generate innovative ideas through research and discussion to develop a design brief and criteria
- Explore a range of ideas and make design decisions based on preferences and findings

Evaluating:

- Carry out sensory evaluations of a range of relevant products and ingredients
- Record the evaluations using tables, charts or simple rating systems

Technical Knowledge:

- Know and use relevant technical and sensory vocabulary
- Understand how ingredients and preparation affect taste, texture and appearance



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Food:

Celebrating Culture and Seasonality **'Can I design, make and evaluate a pizza product?'**

3. Can I design my own pizza for a specific user?

- **Prior Knowledge (last lesson):** Know that tasting and comparing pizzas helps us understand preferences and make decisions about ingredients.
- **Vocabulary:** design specification, design brief, ingredients, texture, taste, appearance, smell, evaluate
- Know that a design brief explains what we are going to make and who it is for (e.g. a pizza for children, families or someone with dietary needs)
- Know that a design specification lists what a product must include to be successful (e.g. must taste good, must look appealing, must use certain ingredients)
- Know that design criteria can include taste, texture, appearance and smell (e.g. crispy base, melted cheese, colourful toppings)
- Know that ideas can be developed through discussion and annotated sketches (e.g. labelling toppings and explaining choices)
- Know that design decisions should be based on research and tasting results (e.g. choosing popular toppings or improving textures)

Task: Discuss the design brief of creating a pizza product, identifying the user (e.g. children, families, someone wanting a healthy option) and the purpose (e.g. a tasty, appealing meal or snack). Guide children to develop simple design criteria such as flavour, appearance and ingredients. In books, children write a short design specification (e.g. must include a base, sauce and toppings, must taste savoury, must be visually appealing), then draw an annotated sketch of their pizza, labelling ingredients (e.g. cheese, vegetables, herbs), and explaining choices with notes such as "I chose peppers for colour" or "I added herbs for flavour."

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 and annotated sketches to develop and communicate ideas

Evaluating:

- Use design criteria to guide decisions
- Consider how designs meet the intended user and purpose

Technical Knowledge:

- Know and use relevant technical and sensory vocabulary
- Understand how ingredients affect taste, texture and appearance

4. Can I plan, make and evaluate a pizza product?

- **Prior Knowledge:** Know that a design specification helps guide the design of a pizza for a specific user and purpose.
- **Vocabulary:** ingredients, dough, knead, mix, roll out, shape, bake, combine, utensils, hygienic
- Know that a recipe is a step-by-step set of instructions that helps us make a product successfully (e.g. listing ingredients, equipment and stages in order)

- Know that accurate measuring and combining ingredients affects the final product (e.g. too much flour can make dough dry, not enough mixing can affect texture)
- Know that different techniques are used when making food (e.g. kneading dough, rolling out, shaping, combining ingredients)
- Know that selecting and using appropriate utensils helps us prepare food safely and effectively (e.g. bowls, spoons, rolling pins)
- Know that food should be presented appropriately for the user and purpose (e.g. cut into slices, appealing toppings, neat appearance)
- Know that working safely and hygienically is important when preparing food (e.g. washing hands, tying back hair, cleaning surfaces, using equipment carefully)
- Know that products will be evaluated (next lesson) against the design specification (e.g. taste, appearance, texture and user preference)

Task: Recap the design specification and explain the process of making a pizza using a basic dough recipe and chosen toppings. Guide children to create a simple step-by-step plan including ingredients, utensils and key stages (e.g. mix dough, knead, roll out, add toppings, bake). Children then make their pizza, focusing on accurate measuring, combining and shaping. In books, children write their step-by-step recipe and complete a short evaluation of their final product, describing how well it meets the design specification and what they would improve (e.g. "next time I would add more herbs for flavour" or "I would roll the dough thinner for a crispier base").

Designing:

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification
- Use words and annotated sketches 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 ingredients
- Make, decorate and present the food product appropriately for the intended user and purpose

Evaluating:

- Evaluate the final product with reference back to the design brief and design specification
- Take into account the views of others when identifying improvements

Technical Knowledge:

- Know how to use utensils and equipment safely and appropriately to prepare and cook food
- Know and use relevant technical and sensory vocabulary



Knowledge and Skills Mind Map (DT) Year 5 — Spring Term

Knowledge - 
Skill - 

 High
Performance
Learning
World Class School

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Food:

Celebrating Culture and Seasonality
*'Can I design, make and evaluate a
pizza product?'*

5. Can I evaluate my pizza product and suggest improvements?

- **Prior Knowledge:** Know that a product can be made by following a plan and using appropriate ingredients and techniques.
- **Vocabulary:** evaluate, taste, texture, appearance, smell, preference, improve
- Know that evaluation involves judging how well a product meets its design specification (e.g. taste, appearance and texture)
- Know that products can be tested using our senses (e.g. tasting, observing appearance and checking texture).
- Know that people may have different preferences when evaluating food (e.g. some may prefer stronger flavours or softer textures)
- Know that feedback from others can help identify strengths and areas for improvement (e.g. comments on flavour or appearance)
- Know that improvements can be suggested based on evaluation (e.g. adding more toppings, changing ingredients or improving presentation)

Task: Taste and test the finished pizza products, guiding discussion using key vocabulary such as taste, texture, appearance and smell. Encourage children to reflect on their own product and gather feedback from others. In books, children write an evaluation of their pizza, explaining how well it meets their design specification and user needs, what worked well (e.g. "the base was crispy and had a good texture") and what could be improved (e.g. "I would add herbs for more flavour" or "I would cook it longer to improve the texture").

Evaluating:

- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements
- Carry out sensory evaluations of a range of relevant products and ingredients

Technical Knowledge:

- Know and use relevant technical and sensory vocabulary
- Understand how ingredients and preparation affect taste, texture and appearance