



Knowledge and Skills Mind Map (DT)

Year 6 —Spring Term

Knowledge - 
Skill - 

1. Can I carry out research into existing food products and ingredients?

- **Prior Knowledge (Year 5—Spring):** Know that ingredients can be selected based on taste, texture and how healthy they are. Made a tasty pizza!#
- **Vocabulary:** ingredients, dough, flour, spice, herbs, nutrition, carbohydrates, protein, dairy, vegetables, source, seasonality, healthy, varied
- Know that food products are designed for a specific user and purpose (e.g. a savoury muffin for a family snack or a healthy option for adults)
- Know that ingredients come from different sources and may be grown, reared or processed (e.g. vegetables are grown, milk is used to make dairy products, flour is processed from wheat)
- Know that some ingredients are seasonal and this can affect availability and choice (e.g. certain vegetables are fresher and more available in specific seasons)
- Know that ingredients contribute to a healthy and varied diet (e.g. carbohydrates for energy, protein for growth, vegetables for vitamins)
- Know that researching existing products helps inform design decisions (e.g. identifying popular flavours or healthier ingredient choices)
- Know that chefs and food producers can influence eating habits and promote healthy, varied diets (e.g. encouraging the use of fresh, seasonal ingredients)
- Know that working safely and hygienically is essential when handling food (e.g. washing hands, cleaning surfaces and handling ingredients carefully)

Task: Explore a range of savoury food products such as muffins, scones or snack breads, guiding discussion on who the product is for (e.g. families, children, people with dietary needs) and its purpose (e.g. snack, lunch item, healthy option). Investigate the ingredients used, where they come from and whether they are seasonal or locally sourced. **In books,** children create a research page by drawing and labelling a savoury product, identifying key ingredients (e.g. flour, vegetables, cheese, herbs) and adding notes about where they come from and their nutritional value. Children also write 2–3 research questions such as “Which ingredients are seasonal?” or “How can this product be made healthier?”

Evaluating: Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.

Technical Knowledge:

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

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Food:

Celebrating Culture and Seasonality

‘Can I design, make and evaluate a savoury muffin product for a specific user and purpose?’

2. Can I carry out sensory evaluation of a range of food products and ingredients?

- **Prior Knowledge:** Know that researching food products helps us understand ingredients, source and nutritional value.
 - **Vocabulary:** texture, taste, appearance, smell, preference, savoury, fresh
 - Know that sensory evaluation uses taste, smell, appearance and texture to judge food products (e.g. tasting a muffin to check flavour or texture)
 - Know that food can be compared based on taste (e.g. savoury, mild, strong), texture (e.g. moist, crumbly), appearance (e.g. colour, shape) and smell
- Know that people have different preferences depending on flavour and texture (e.g. some may prefer stronger flavours or softer textures)
- Know that sensory evaluations can be recorded and presented clearly (e.g. tables, charts or star diagrams)
- Know that sensory evaluation helps inform design decisions (e.g. choosing ingredients or improving texture and flavour)
- Know that working safely and hygienically is essential when tasting food (e.g. washing hands, using clean utensils, being aware of allergies)

Task: Explore a selection of savoury food products and ingredients (e.g. different muffins, vegetables, herbs, cheese), guiding discussion on taste, texture, appearance and smell. Encourage children to use appropriate vocabulary to describe their preferences. **In books,** children complete a sensory evaluation table comparing at least two products or ingredients, including categories such as taste, texture, appearance and overall preference. Children present their results using a simple chart or star diagram and write a short conclusion such as “Most preferred the moist texture” or “The stronger flavour was more popular.”

Evaluating: Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.

Technical Knowledge: Know and use relevant technical and sensory vocabulary.



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3. Can I design a savoury muffin for a specific user and purpose?

- **Prior Knowledge:** Know that sensory evaluation helps us understand preferences and make decisions about ingredients and flavour.
- **Vocabulary:** design specification, design brief, ingredients, flavour, texture, appearance, seasonality, user, purpose, innovative
- Know that a design brief explains what product is being made and who it is for (e.g. a savoury muffin for a healthy snack or for a specific dietary need)
- Know that a design specification outlines what the product must include to be successful (e.g. must include seasonal ingredients, must taste savoury, must be suitable for the user)
- Know that ingredients can be selected based on taste, texture and seasonality (e.g. using fresh vegetables or herbs that are in season)
- Know that ideas can be developed through annotated sketches and discussion (e.g. labelling ingredients and explaining choices)
- Know that design decisions should be based on research and sensory evaluation (e.g. choosing popular flavours or improving texture)
- Know that working safely and hygienically is important when preparing to design and make food (e.g. organising equipment, handling ingredients safely, being aware of allergies)

Task: Discuss the design brief of creating a savoury muffin product, identifying the user (e.g. families, children, people with dietary needs) and purpose (e.g. healthy snack, lunch option). Guide children to develop simple design criteria such as flavour, appearance, texture and use of seasonal ingredients. **In books,** children write a clear design specification (e.g. must include seasonal ingredients, must be savoury, must be suitable for the user), then draw an annotated design of their muffin, labelling ingredients (e.g. vegetables, herbs, cheese) and explaining their choices with notes such as “I chose spinach because it is seasonal” or “I added cheese 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, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Technical Knowledge:

- Understand about seasonality in relation to food products and the source of different food products.

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Food:

Celebrating Culture and Seasonality

‘Can I design, make and evaluate a savoury muffin product for a specific user and purpose?’

4. Can I plan and make a savoury muffin product?

- **Prior Knowledge:** Know that a design specification helps guide the choice of ingredients and design of a product.

Vocabulary: ingredients, flour, herbs, spice, utensils, mix, stir, combine, whisk, bake, measure, nutrition, healthy, varied

- Know that a recipe is a step-by-step set of instructions that helps ensure a product is made successfully (e.g. listing ingredients, equipment and stages in order)
- Know that accurate measuring and combining ingredients affects the final product (e.g. correct quantities ensure the mixture bakes properly)
- Know that a range of techniques are used to prepare and combine ingredients (e.g. mixing, stirring, whisking and folding)
- Know that food should be made, decorated and presented appropriately for the intended user and purpose (e.g. appealing appearance, suitable portion size)
- Know that using utensils and equipment safely and hygienically is essential (e.g. washing hands, using equipment correctly, handling heat sources carefully)

Task: Recap design specifications and discuss how to follow a recipe to make a savoury muffin. Support children in writing a clear step-by-step recipe, including ingredients, equipment and key stages (e.g. measure ingredients, mix, combine, pour into cases, bake). Children then make their muffins, focusing on accurate measuring, combining ingredients and safe use of equipment. **In books,** children record their recipe, including a list of ingredients, utensils and step-by-step instructions. They should also include a brief note explaining how their product meets the intended user and purpose (e.g. “I used vegetables to make it healthier”).

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, decorate and present the food product appropriately for the intended user and purpose

Technical Knowledge:

- Know how to use utensils and equipment including heat sources to prepare and cook food
- Know and use relevant technical and sensory vocabulary



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Seasonality

*'Can I design, make and eval-
uate a savoury muffin prod-
uct for a specific user and
purpose?'*

5. Can I evaluate my savoury muffin product?

- **Prior Knowledge:** Know that a food product can be made by following a recipe using appropriate ingredients and techniques.
- **Vocabulary:** evaluate, taste, texture, appearance, smell, preference, ingredients, healthy, varied
- Know that evaluation involves comparing a product to its design brief and design specification (e.g. checking taste, appearance and suitability for the user)
- Know that products can be tested using the senses (e.g. tasting for flavour, checking texture and appearance)
- Know that people may have different preferences (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 taste or appearance)
- Know that improvements can be suggested based on evaluation (e.g. changing ingredients, flavour or presentation)
- Know that understanding how chefs influence healthy eating can help improve products (e.g. using fresh, seasonal ingredients)
- Know that working safely and hygienically is essential when tasting and handling food (e.g. using clean utensils, being aware of allergies, maintaining hygiene standards)

Task: Taste and evaluate the finished savoury muffins, guiding discussion on taste, texture, appearance and smell. Encourage children to reflect on their own product and gather feedback from others. **In books,** children write a detailed evaluation explaining how well their product meets the design specification and intended user and purpose, what works well (e.g. "the muffin has a moist texture and good flavour") and what could be improved (e.g. "I would add more herbs for flavour" or "I would change the ingredients to improve texture"), including feedback from others.

Evaluating:

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical Knowledge:

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