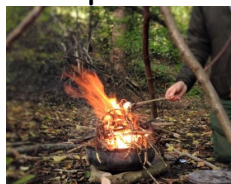


Year A Spring

Lostwithiel Primary School

Topic/Theme - Global Food



DT Knowledge Organiser

Year Six

Conkers Class

Prior Learning:

- Children will have toasted marshmallows on a forest school class fire and contributed to making a class fire. They will also have explored seasonal produce.

Key DT knowledge and skills:

- Understand that food travels from all over the world and these journeys add millions of tonnes of carbon dioxide to the atmosphere every year, causing damage to the environment.
- Name ingredients used, identify where in the world they come from and how they are grown
- Understand how eating different ingredients helps to give us a healthy, varied diet and understand the benefits of this
- Around the world food is prepared and cooked in lots of different ways
- Although people eat lots of different types of food, their diets are based on the same main food groups (protein, carbohydrate, dairy, fruits and vegetables and fats)
- Explain nutritional similarities between different types of food eaten around the world and understand why this is important
- Become increasingly skilled at using a range of food preparation skills including, peeling, chopping, dicing, slicing, grating, mixing, kneading and baking
- Using their knowledge and skills know how to prepare and cook a variety of predominantly savoury dishes, following recipes, safely and hygienically.
- Check that the food is cooked correctly and thoroughly before eating
- Understand the importance of correct storage and heating of rice (*using knowledge of spores, bacteria and how these cause food poisoning*)
- Understand that approximately one third of the food we produce is thrown away before it is eaten. Discuss methods for tackling food waste.

Key Forest School knowledge and skills:

- Understand the fire triangle - HEAT, FUEL, OXYGEN and that without any of these elements, a sustained fire won't occur.
- Understand and follow rules to ensure safety with fires
- Recognise the importance of taking time to collect plenty of good dry tinder (easily flammable material) and kindling (wood lying on the ground absorbs moisture from the soil making it difficult to ignite, whereas standing dead wood is air-dried).
- Know how to make and sustain a fire - Teepee lay: Place the tinder in the middle of the fire area. If the ground is wet, place it on something that will prevent the tinder from becoming wet (like a piece of bark). Around the tinder, place thin kindling, leaning it into a central point (to create a teepee shape). Continue adding kindling to the teepee, increasing the size as you work your way out. Add larger pieces of wood to create a large teepee around the kindling teepee.

Identify different methods to start fires:

Log Cabin Lay



Lean-to or A frame



Upside down lay



- Use a flint and steel to light the fire. Place the tip of the rod into the tinder. Position the blade of the striker over the rod with handles at right angles. Scrape the striker down the rod in a long, firm stroke to create sparks. *Always use stroked moving away from you. Aim the sparks into the tinder and repeat until it catches alight.
- Prepare and cook food on forest school fire. Identify the four ways to cook using fire; smoke, flame, heat, embers. Follow clear food hygiene procedures.
- Consider the environmental impact of preparing for, carrying and finishing any activity involving a fire. Follow safe procedures for putting out fires so trace is left within forest school, leaving the area ready for others to use.
- Working collaboratively towards a group or class goal
- Participate fully in group tasks, developing skills of trust, co-operation and support

Key DT Vocabulary -		General Terms and Cross Curricular Vocabulary	
Ingredients	Any of the foods or substances that are combined to make a particular dish	Hygiene	Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.
Savoury	A food or dish that is salty or spicy, not sweet in taste.		
Fire Triangle	The fire triangle or combustion triangle is a simple model for understanding the necessary ingredients for most fires . The triangle illustrates the three elements a fire needs to ignite: heat, fuel, and an oxidizing agent (usually oxygen).	Procedure	A series of actions conducted in a certain order or manner
Carbon Dioxide	A heavy colourless gas that forms by burning fuels, by the breakdown or burning of animal and plant matter, and by the act of breathing and that is absorbed from the air by plants in photosynthesis.	Flammable	Easily set on fire. A flammable material catches fire immediately on exposure to flame.
Nutrition	We need many nutrients on a daily basis. The three main nutrient groups in food are carbohydrates, protein and fats. We also need minerals and vitamins. A good balanced diet of fresh food helps to keep us healthy.	Teepee	A portable conical tent made of skins, cloth, or canvas on a frame of poles, used by North American Indians of the Plains and Great Lakes regions.
DT Outcome		Cross Curricular Links	
The children will prepare and cook a savoury dish, on a fire they have made in forest school. This will form part of an outdoor picnic - each group will cook a different part of the menu.		English Use of imperative verbs, following recipes, writing instructions for someone else to follow (making a fire / recipes) Science Food safety and hygiene (bacteria - food poisoning) Maintaining a healthy diet as part of a healthy lifestyle Methods for preserving food -science investigations in summer term (yeast growth / bread mould) School Council Explore food waste and what can be done about it	
Linked documents: Class Overview, DT Whole School Progression document and Class Medium Term Planning.			