

## Year 5 DT Stews Knowledge Organiser

### YEAR 5 DESIGNING:

\*Carry out relevant research into existing products to include personal/cultural preferences and that the seasons may effect the food available e.g. *What ingredients are sourced locally/in the UK/from overseas? What are the key ingredients needed to make a particular product? How have ingredients been processed? What is the nutritional value of a product? What ingredients are in season?*

\*Ask questions about which ingredients could be changed or added in a basic recipe such as types of flour, seeds, garlic, herbs, spices, cheese, vegetables. Consider texture, taste, appearance and smell.

### MAKING:

\*Write a step-by-step recipe, including a list of ingredients, equipment and utensils Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.

\*Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.

\*Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

\*When using a basic dough recipe, explore making different shapes to change the appearance of the food product e.g. *Which shape is most appealing and why?*

\*Prepare, make, decorate, present and cook a variety of predominantly savory dishes appropriately for the intended use and purpose, safely and hygienically including, where appropriate, the use of a heat source.

### EVALUATING:

\*Carry out sensory evaluations of a range variety of existing food products and ingredients relating to the project. 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.

\*Research key chefs and how they have promoted seasonality, local produce and healthy eating.

### TECHNICAL KNOWLEDGE:

\*Use utensils and equipment including heat sources to prepare and cook food.

\*Understand about seasonality and the source in relation to food products

\*Know and use relevant technical and sensory vocabulary.

### Possible Experiences

- Food tasting of possible stew ingredients.
- Outside agencies or parents with a background in cooking to visit.
- Exploring seasonality and time of year.
- Using the canteen area to prepare and cook stew.
- Research into ingredients including costs, supermarket v local, organic v non-organic.
- Record children preparing stew for website - *Great Glebe Cooking Page*.

### Key Knowledge

Learning how to cook is an essential life skill - healthy diet.

Look at stew in the context of healthy diet - nutrients, water, fibre.

How to prepare and cook food safely.

Understand where and how ingredients are grown - seasonality and links to shopping local.

Research and evaluate existing stews and ingredients for their own stew.

Choose the correct equipment for the task and use correctly including a blender -link to safety.

Create and follow a recipe.

Understand a range of cooking techniques and how to use them correctly.

Language to use when evaluating their own or their peers work.

### Key Vocabulary

Diet  
Hygiene  
Safety  
Health  
Seasonality  
Ingredients  
Chopping  
Dicing  
Peeling  
Cutting  
Grating  
Slicing  
Measuring  
Pouring  
Stirring  
Temperature  
Simmering  
Recipe

### Health and Safety

