



Unit Planner – Design Technology Year: 3 Title: Making Soup

Unit Overview	Children are studying the historical subject of the stone age and iron age. They learn about some of the foods that may have been available during these times and how they would have been cooked. The children learn about what a varied diet is and the origins of ingredients in a traditional soup.	
Prior Learning/ Links	Y1 – children made healthy cereal bars and discussed a healthy diet. Children experienced following recipes and designed their own product. Y1/2 - children will have learned about a healthy and balanced diet in science and PHSE.	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions: What ingredients would make a super – nutritious food? How do you make sure you're safe when preparing and cooking food?	<ul style="list-style-type: none"> • Children know that soups and stews have been a staple part of diets around the world for thousands of years. • Know that the food we eat comes from different sources. Vegetables in foods are grown on different types of farms around the world and are processed to make soup. • Children will know a range of the vegetables which we now grow in Britain. • That a varied diet consists of lots of different types of foods in differing amounts. • Children can use different language associated with food tasting to describe how a soups tastes, including words for its texture. • They can investigate recipes from different sources. • Children can design a soup ready for a particular audience stating why they have chosen ingredients. • Children can describe what they feel makes a good soup and what ingredients and tools you need to make it. • That care needs to be taken when preparing food – including hygiene and safety. • That product and packaging design can be appealing to an audience. • That different temperatures are used to cook food: simmering, boiling. 	Critical Evaluation Investigate current products from primary and secondary sources. Make suggestions for improvement. To relate experiences to products. Who are the inventors of specific products? Comparing products and evaluating what good features are. Purpose/ Audience or Design Develop clear plans of designs and use sketches to communicate these Make suggestions of different ingredients that could be used To present ideas to others using a range of media Making/ Technological Knowledge Selecting tools and materials appropriate for tasks. <ul style="list-style-type: none"> - Explain choices made to construct a product based on characteristics To consider the safety aspects of using tools, preparing food and hygiene.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive: Vegetables Beans Source Soup Taste Sour	Stone Age Food - A Brief Guide for Kids (imagininghistory.co.uk) Soup - MachinePoint Engineering	



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<p>Sweet Spicy Knife Chopping Peeler Chopping board Produce Season nutrition</p> <p>Disciplinary: Tools Product Audience Safety Hygiene Design Plan</p>	<p>How Campbell's Tomato Soup is Made Unwrapped Food Network - Bing video</p>	
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