



## Design and Technology Programme of Study 2020

### Purpose of Study

#### **Our school curriculum will ensure;**

Children will learn about design and technology in the world around them and how it works. In Design and Making they will learn to design, make and evaluate functional products for particular purposes and users. Every year group is expected to use one of their focus design and making projects to design and make a product that would improve someone else's life, either historically or in living memory. They will also develop an understanding of our modern technical age and where they fit as a consumer. We will look at how what we buy affects the world around us [e.g. factories and air miles for transporting food] and how design should make the world a better place. In Cooking and Nutrition, they will learn where food comes from and how to prepare healthy foods safely. They will be introduced to food as not just something to eat but to experience. They will develop a love of cooking and developing culinary skills. These skills will encourage children to take pride in being able to cook for themselves alongside an understanding of how much work is required to keep people fed and the importance of it on your health. Through religious festivals such as harvest festival and social outreach programs such as food banks they will understand that the gift of food can make a valuable difference to someone's life.

#### **The national curriculum states that;**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### Aims

#### **Our school curriculum will ensure;**

- All children (Y1 – Y6) will design, make and evaluate at least two products per year.
- All children (Y1 – Y6) will make at least two healthy snacks/meals, learning about food safety and preparation.
- Children will learn the correct vocabulary for the different techniques they are learning within their year group.
- Children will design and make products that link to their own projects.

#### **The national curriculum for art and design aims to ensure that all pupils:**



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- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

### Glossary

#### Design and Making

**Mechanism:** a device used to create movement in a product.

**Slider:** a rigid bar which moves backwards and forwards along a straight line. Unlike a lever, a slider does not have a pivot point.

**Lever:** a rigid bar which moves around a pivot.

**Axel:** a rod that enables a wheel to rotate. The wheel can rotate freely on the axle or be fixed to it and turn with the axle.

**Pulley:** a wheel on an axle or shaft that is designed to support movement and change of direction of a taut cable or belt.

**Hinge:** a movable mechanism on which a door, gate, or lid swings as it opens and closes or which connects linked objects.

**Linkage:** a system of linked bars that can move in various directions with at least one fixed pivot point.

**Pneumatics:** using controlled airflow to create movement.

**Gears:** a wheel with interlocking teeth around its circumference.

**Cams:** a linkage system which converts rotary movement to linear movement.

**Series Circuit:** a circuit with more than one resistor, but only one path through which electricity can flow.

**Technical drawing:** drawings that visually communicate how something functions or is constructed.

**Cross-Sectional diagram:** a cut through one side of a diagram to see the inside and outside in one picture like a dolls house.

**Exploded diagram:** a drawing of an object, that shows the relationship or order of assembly of various parts. It shows the components of an object slightly separated by distance, or suspended in surrounding space.

**Computer-aided design:** the use of computers to aid in the creation, modification and analysis of a design

#### Cooking and nutrition

**Bridge hold:** a way to hold food to be cut between the fingers and thumb creating a bridge.

**Claw grip:** a clawed hand shape that allows for fingers to be out of the way whilst chopping.

**Knife secure cut:** using a fork as an anchor so that food doesn't wobble or slip whilst chopping.



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### Design and Making– KS1

#### **Our school curriculum will ensure children are taught:**

Children design, make and evaluate at least two products per year, building on their skills to ensure their independence in Year 6 when designing, making and evaluating. They will be introduced to design technology as both a designer and a consumer of products.

#### **The National Curriculum states pupils should be taught:**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

#### **When designing and making, pupils should be taught to:**

##### **Design**

- design purposeful, functional and appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

##### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

##### **Evaluate**

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

##### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.



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<p><b>Year 1</b>  <b>Design</b> – Children will design a product for a given criteria. They will be introduced to <b>technical drawing</b> as simple <b>annotated</b> sketches and will use <b>discussions</b> to develop their ideas and create their designs. Children will be shown a variety of different items which meet the same or similar criteria and will be encouraged to build their ideas based on these products.</p> <p><b>Make</b> – Children will make their designs using easily manipulated materials such as paper, card and textiles. They will use a variety of equipment which allows them to develop their knowledge of different ways to <b>attach</b> these materials including; split pins, tape, thread etc. They will also investigate <b>levers, linkages</b> and <b>sliders</b>.</p> <p><b>Evaluate</b> – Children will evaluate their work saying what they have done well and what they could improve. They will look at the work of other designers and say why their design differs and how this has affected the final product.</p> <p><b>Tools used: Split pins, tape, paper, PVA glue, glue stick, thread, string, card and scissors.</b></p>	<p><b>Year 2</b>  <b>Design</b> – Children will design a product for a given criteria. They will continue to use <b>annotated</b> sketches as diagrams and discussions as in year 1 but will also develop these skills to include <b>mock ups</b> and <b>templates</b> to help create and improve their ideas and designs. Children will be shown a variety of different items which meet the same or similar criteria and will be encouraged to build their ideas based on these products.</p> <p><b>Make</b> – Children will make their designs using materials such as paper, card and textiles as in Year 1; they will also be introduced to more sturdy equipment such as different thicknesses of wood and the correct tools to safely cut and shape it. They will develop their designs to ensure they are stronger, stiffer and more <b>stable</b>, using tools and equipment to shape and finish their products. The children will investigate <b>wheels, axles</b> and build <b>structures</b>. They will investigate how to make <b>structures strong, stiff</b> and <b>stable</b>.</p> <p><b>Evaluate</b> – Children will evaluate their work saying what they have done well and what they could improve. They will look at the work of other designers and say why their design differs and how this has affected the final product.</p> <p><b>Tools used: Hacksaw, bench hook, sandpaper, cardboard, axel and wheel.</b></p>
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**Key Vocab**

<p><b>Year 1</b>  <b>Technical drawing, discussion, attach, levers, linkages, sliders</b></p>	<p><b>Year 2</b>  <b>Mock ups, templates, wheel, axle, structures, strong, stiff, stable</b></p>
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Spiritual and Emotional Engagement	
<p>Every year group is expected to use one of their focus design and making projects to design and make a product that would improve someone else's life; either historically or in living memory. Children will learn to take pride in designing and creating for others' needs and find pleasure in a finished working product.</p> <p><b>Example projects:</b>  <b>Year 1: Sliding or lever action toys</b></p>	<p>Every year group is expected to use one of their focus design and making projects to design and make a product that would improve someone else's life. Either historically or in living memory. Children will learn to take pride in designing and creating for others' needs and find pleasure in a finished working product.</p> <p><b>Example projects:</b>  <b>Year 2: Mode of transport moon buggy</b></p>

Cooking and nutrition – KS1	
<p><b>The national curriculum states that;</b>                      As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use the basic principles of a healthy and varied diet to prepare dishes</li> <li>- understand where food comes from</li> </ul>	
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<p><b>Year 1</b>                      Children will learn where food comes from including its journey from farm to fork (<b>Local</b> sources). Each child will learn basic <b>culinary</b> skills such as using knives safely to prepare simple <b>healthy</b> recipes. Children will focus on learning the <b>bridge hold</b> and <b>claw grip</b> for cutting safely (children can be taught <b>fork secure</b> if it is felt that the claw grip is too challenging based on ability). All children will learn basic food <b>hygiene</b> including hand</p>	<p><b>Year 2</b>                      Children will develop their knowledge of the journey of food, concentrating on <b>imported</b> goods such as bananas. Children will build on their <b>culinary</b> skills using knives safely to prepare simple healthy <b>recipes</b>. They will also learn about the different <b>utensils</b> available to help prepare more complex recipes which are needed for preparing food into different sizes or shapes using <b>peelers</b> and <b>graters</b>.</p>



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<p>washing techniques.</p> <p><b>Recipes: Fruit kebabs, sandwiches.</b></p> <p><b>Tools used: Knives, chopping board.</b></p>	<p>All children will learn basic food <b>hygiene</b> and <b>safety</b> when using kitchen appliances for <b>peeling</b> and <b>grating</b>. They will begin to look at using electric devices for cooking with adult supervision such as a <b>blender</b> or <b>microwave</b>.</p> <p><b>Recipes: Vegetable wraps with dip, fruit smoothies.</b></p> <p><b>Tools used: Peeler, grater, blender and microwave.</b></p>
<p><b>Key Vocab</b></p>	
<p><b>Year 1</b>  <b>Local, culinary, healthy, hygiene, bridge hold, claw grip, fork secure</b></p>	<p><b>Year 2</b>  <b>Imported, culinary, healthy, hygiene, recipes, utensils, peeling, grating</b></p>
<p><b>Spiritual and Emotional Engagement</b></p>	
<p><b>Children will be introduced to food as something to experience and enjoy. We will focus on developing a love of cooking and developing culinary skills. These skills will encourage children to take pride in being able to cook for themselves. The recipes chosen link to our school commitment to all children having access to healthy nutritious meals in the form of a healthy packed lunch. They will take part in Harvest festival giving thanks for the food we eat and giving to others less fortunate.</b></p> <p><b>In all year groups the children will take part in religious festivals relating to their religion of study for that year. There will be the opportunity for children to taste and explore the foods eaten during this celebration.</b></p>	<p><b>Children will begin to understand where food comes from and how much work is required to keep people fed and the importance of it on your health. They will gain knowledge of how imported food impacts on our world as well as pride in preparing food for themselves. They will take part in Harvest festival giving thanks for the food we eat and giving to others less fortunate.</b></p> <p><b>In all year groups the children will take part in religious festivals relating to their religion of study for that year. There will be the opportunity for children to taste and explore the foods eaten during this celebration.</b></p>

**Design and Making – KS2**

**Our school curriculum will ensure children are taught:**  
 Children design, make and evaluate at least two products per year, building on their skills to ensure their independence in Year 6 when designing, making and evaluating.



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### **The national curriculum for art and design aims to ensure that all pupils:**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

### **When designing and making, pupils should be taught to:**

#### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

#### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

#### **Evaluate**

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

#### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products [for example, gears, pulleys and cams].
- understand and use electrical systems in their products [for example, series circuit incorporating switches, bulbs, buzzers and motors].
- apply their understanding of computing to program, monitor and control their products.





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<p><b>Year 3</b></p> <p><b>Design</b> – Children will design a product to a set criteria which is aimed at a specific group of people. They will use discussions and <b>cross-sectional diagrams</b> to develop their ideas and create their designs. Where appropriate they will create simple <b>surveys</b> to ask possible consumers design questions.</p> <p><b>Make</b> – Children will focus on creating products that use <b>pulleys</b> and <b>hinges</b>. They will be introduced to a variety of different materials with different <b>functional properties</b> and will be encouraged to use the most appropriate materials for their design.</p> <p><b>Evaluate</b> – Children will evaluate their work saying what they have done well and what they could improve. They will look at the work of other designers and say why their design differs and how this has affected the final product. They will use peer assessment to <b>critique</b> and improve their work.</p> <p><b>Tools used: Hacksaw, bench hook, wood glue, sandpaper, screwdriver and screws.</b></p>	<p><b>Year 4</b></p> <p><b>Design</b> – Children will build on skills learnt in Y3. They will design a product to a set criteria which is aimed at a specific group of people. They will use discussions, <b>exploded diagrams</b> and <b>prototypes</b> to develop their ideas and create their designs. Where appropriate they will create simple surveys to ask possible consumers design questions.</p> <p><b>Make</b> – Children will focus on creating products that use <b>pneumatics</b> and build <b>structures</b>. They will develop knowledge of materials with different <b>functional properties</b> related to their project. Children will be encouraged to use the most appropriate materials for their design.</p> <p><b>Evaluate</b> – Children will evaluate their work saying what they have done well and what they could improve. They will look at the work of other designers and say why their design differs and how this has affected the final product. They will use peer assessment to <b>critique</b> and improve their work.</p> <p><b>Tools used: Hacksaw, bench hook,</b></p>	<p><b>Year 5</b></p> <p><b>Design</b> – Children will build on skills learnt in Y4. They will design a product to a set criteria which is aimed at a specific group of people. They will use discussions and prototypes as well as previously taught <b>technical drawing</b> methods. The main focus for this year will be making precise <b>pattern pieces</b> as opposed to technical drawing. Where appropriate they will create <b>questionnaires</b> to ask possible consumers design questions.</p> <p><b>Make</b> – Children will focus on creating products that use <b>gears</b> and <b>cams</b>. They will develop knowledge of materials with different <b>functional properties</b> related to their project. They will look at materials with different <b>aesthetic qualities</b> such as the colour, patterns and texture. Focussing on and enhancing the appearance of their finished project.</p> <p><b>Evaluate</b> – Children will evaluate their work saying what they have done well and what they could improve. They will look at the work of other designers and say why their design differs and how this has affected the final product. They will</p>	<p><b>Year 6</b></p> <p><b>Design</b>– Children will build on skills learnt in former year groups. To a set criteria, they will be encouraged to research the different materials available, thinking carefully about their products needs and appearance whilst being encouraged to make their own creative choices. They will use previously taught <b>technical drawing</b> methods and <b>computer-aided designs</b> to design and make their product and will be encouraged to choose the method and materials they feel most appropriate for their project.</p> <p><b>Make</b> – Children will utilize their knowledge of materials with different <b>functional properties</b> such as magnetic materials and semiconductors. Children will use electrical systems in their products in a <b>series circuit</b>, incorporating <b>switches, bulbs, buzzers</b> and <b>motors</b>. Children will also be encouraged to use previously taught components such as gears or pulleys to further enhance electronic products. They will also focus on designing and making attractive <b>packaging</b> for their finished</p>
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	<p>wood glue, sandpaper, nails, hammer and hand drill.</p>	<p>use peer assessment to <b>critique</b> and improve their work.</p> <p><b>Tools used: Hacksaw, bench hook, wood glue, sandpaper and hot glue gun.</b></p>	<p>products.</p> <p><b>Evaluate</b> – Children will evaluate their work saying what they have done well and what they could improve. They will look at the work of other designers and say why their design differs and how this has affected the final product. They will use both self and peer assessment to <b>critique</b> and improve their work.</p> <p><b>Tools used: Switches, bulbs, buzzers, motors and CAD software.</b></p>
<p><b>Key Vocabulary – to be revisited each year to embed</b></p>			
<p><b>Year 3</b> Critique, cross-sectional diagrams, surveys, pulleys and hinges.</p>	<p><b>Year 4</b> Critique, prototypes, functional properties, exploded diagrams, pneumatics and structures.</p>	<p><b>Year 5</b> Critique, aesthetic qualities, questionnaires, pattern pieces, gears and cams.</p>	<p><b>Year 6</b> Critique, series circuit incorporating switches, bulbs, buzzers, motors and computer-aided designs.</p>
<p><b>Spiritual and Emotional Engagement</b></p>			
<p>Every year group is expected to use one of their focus design and making projects to design and make a product that would improve someone else’s life. Either historically or in living memory. Children will learn to take pride in designing and creating for others’</p>	<p>Every year group is expected to use one of their focus design and making projects to design and make a product that would improve someone else’s life. Either historically or in living memory. Children will learn to take pride in designing and creating for others’</p>	<p>Every year group is expected to use one of their focus design and making projects to design and make a product that would improve someone else’s life. Either historically or in living memory. Children will learn to take pride in designing and creating for others’</p>	<p>Every year group is expected to use one of their focus design and making projects to design and make a product that would improve someone else’s life. Either historically or in living memory. Children will learn to take pride in designing and creating for others’</p>



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<p><b>needs and find pleasure in a finished working product.</b></p> <p><b>Example projects:</b>                  Iron age / Egyptians – Pulley system to move heavy objects in construction.                  Egyptians – Hinged burial jars.</p>	<p><b>needs and find pleasure in a finished working product.</b></p> <p><b>Example projects:</b>                  Ancient Greece - Use pneumatics to create a moving monster from Ancient Greek myth. (Could be used in a Greek play)</p> <p><b>Greek Temple for worship.</b>  <b>Roman architecture:</b>                  Colosseum/aqueduct.</p>	<p><b>needs and find pleasure in a finished working product.</b></p> <p><b>Example projects:</b>                  Tudors - Looking at Leonardo da Vinci’s mechanical lion for inspiration – Create a moving gear system to impress at the court of King Henry VIII.</p> <p><b>Make a cam toy for a Tudor child.</b></p>	<p><b>needs and find pleasure in a finished working product.</b></p> <p><b>Example projects:</b>                  WW2 – Make an alarm clock for a WW2 soldier.                  Mining - Make an electric lamp for a miner.</p>
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**Cooking and nutrition – KS2**

**Our school curriculum will ensure children are taught:**  
 Throughout Key Stage 2 children will be taught how to use electrical cooking equipment safely, learning how to turn a hob and oven on and off, using sharp knives and planning and preparing simple healthy meals.

**The national curriculum states that;**  
 As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

**Pupils should be taught to:**

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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<p>Children will learn different food types; <b>fruit and vegetables, dairy, meats, fats, sugars and grains</b>. Each child will learn basic cooking methods; planning and preparing a healthy recipe which where possible will be linked to topics. All children will learn basic food hygiene and safety. Children will be introduced to using an oven safely. They will learn that some foods require extra time to allow for chemical reactions by <b>kneading</b> and <b>proving</b> bread dough.</p> <p><b>Recipes: Bread, stuffed peppers.</b></p> <p><b>Tools used: Oven, oven gloves, mixing bowl, weighing scales, sieve (possible use of kettle and microwave).</b></p>	<p>Children will build on skills learnt in Year 3. They will recap the different food types and their importance when applying the principles of <b>nutrition</b> and healthy eating. Each child will continue using basic cooking methods; planning and preparing a healthy recipe which where possible will be linked to topics. All children will learn basic food hygiene and safety. They will learn that some foods change state when heated, rising and changing <b>consistency</b> or <b>texture</b>. Children will continue to recognize the importance of oven safety and be able to explain how to safely remove and put food into an oven.</p> <p><b>Recipes: Cupcakes, pizza.</b></p> <p><b>Tools used: Oven, oven gloves, mixing bowl, weighing scales, sieve.</b></p>	<p>Children will learn about <b>seasonable</b> ingredients available and how a variety of ingredients are grown, <b>reared</b>, caught and processed. Each child will continue to use basic cooking methods; planning and preparing a healthy recipe which where possible will be linked to topics. Children will begin to learn about <b>affordability</b> when planning and preparing healthy meals. Children will begin to learn about the importance of <b>presentation</b> when serving food. All children will learn basic food hygiene and safety. Children will be introduced to using a hob safely.</p> <p><b>Recipes: Spanish omelette, soup.</b></p> <p><b>Tools used: Hob, saucepan, frying pan.</b></p>	<p>Children will be given the opportunity to use the skills and knowledge they have been learning throughout KS2 to plan, prepare and serve a healthy meal. This meal will then be evaluated, both by their peers and themselves, concentrating on the affordability, presentation and taste of their meal. Children will continue to recognize the importance of hob safety and be able to explain how to safely cook on a hob.</p> <p><b>Recipes: Wartime recipes – Stew. Carrot cookies</b></p> <p><b>Tools used: Hob, saucepan, frying pan.</b></p>
<p><b>Key Vocabulary</b></p> <p>All children will learn the correct vocabulary for any cooking methods used which includes but is not limited to; boiling, frying, mixing, whisking, separating, toasting, weighing, measuring, prepping, peeling, poaching.</p>			
<p><b>Year 3</b> <b>Fruit and vegetables, dairy, meats, fats, sugars, grains, kneading and proving.</b></p>	<p><b>Year 4</b> <b>Nutrition, consistency and texture.</b></p>	<p><b>Year 5</b> <b>Seasonable, affordability and presentation.</b></p>	<p><b>Year 6</b> <b>Vocabulary based on specific topic and recapping of previously learnt vocabulary.</b></p>



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Spiritual and Emotional Engagement			
<p>Children will learn how different food groups all combine into a balanced diet and the impact of that on health and wellbeing. Now they are familiar with food safety, hygiene and preparation they will start to work as a team to prepare and cook food. They will begin to take ownership of planning and preparing a recipe as a team.</p> <p>In all year groups the children will take part in religious festivals relating to their religion of study for that year. There will be the opportunity for children to taste and explore the foods eaten during this celebration.</p>	<p>Children will continue to use knowledge of how different food groups all combine into a balanced diet and the impact of that on health and wellbeing. They will use this knowledge to plan and prepare healthy and nutritious meals as a team.</p> <p>In all year groups the children will take part in religious festivals relating to their religion of study for that year. There will be the opportunity for children to taste and explore the foods eaten during this celebration.</p>	<p>Children will revisit local and imported food. They will learn about seasonal food and how our effect on the world can be reduced by choosing to cook and eat locally.</p> <p>In all year groups the children will take part in religious festivals relating to their religion of study for that year. There will be the opportunity for children to taste and explore the foods eaten during this celebration.</p>	<p>Children will have the opportunity to showcase the skills they have learnt in Ivanhoe MasterChef. This could raise money for charity or simply be a friendly competition between Year 6 classes. Children will learn the importance of food in wartime Britain and how people created new recipes to feed their families.</p> <p>Children will have extensive knowledge of most world religions and will developed awareness of how food is treated and prepared in different cultures and religions. In all year groups the children will take part in religious festivals relating to their religion of study for that year. There will be the opportunity for children to taste and explore the foods eaten during this celebration.</p>