ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: DT – Food Technology UNIT: Gods, Monsters and Mortals TERM: Autumn 2
YEAR GROUP: 6

THE BIG QUESTION			
How was food affected when the Romans arrived in Britain?			
END OF UNIT OUTCOME	Create a food poster to advertise your Roman recipe – include quotes from evaluation that was sent home and group evaluation.		
OBJECTIVES	• 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		
CONCEPT: Legacy	The legacy of herbs and spices that the romans introduced to Britain when they invaded.		
LESSON 1 QUESTION	**What type of foods did the Roman's introduce to Britain?**		
KEY KNOWLEDGE	The Romans were responsible for introducing many foods that we skill eat today. Such as: • The Romans were responsible for introducing many varieties of vegetable that we still use today, such as cabbage, onion, leek, shallots, carrots, endive, globe artichokes, cucumber, marrow, asparagus, parsnip, turnip, radish and celery. • It is generally agreed that the Romans introduced the grape and created the wine industry in Britain • Roman cuisine was a lot more elaborate than that of the Britons, and it made extensive use of 'exotic' ingredients such as spices and herbs previously unknown in Britain. As a result, herbs and spices like mint, coriander, rosemary, radish, and garlic were introduced and increasingly cultivated. • New farm animals such as white cattle, rabbits and possibly chickens were also introduced.		
RICH TASK	**Introduce The Big Question – what do they already know?** Children to have a roman shopping list. In groups ask the children to research which foods would have been on the list and which foods wouldn't. children to tick and cross during the enquiry task. Mark together at the end and discuss whether there were any surprises in the groups and why.		
SUPPORT AND CHALLENGE	S – mixed ability grouping, QR codes to support focused research task, simple tick and cross format for list C – Children to add their own ingredients to their list. Cops and Robbers task at the end to see what other people have discovered.		
KEY VOCABULARY	Industry Elaborate Exotic Britons Herbs Spices	**RESOURCES**	iPads and QR codes to research information about Roman foods

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LESSON 2 QUESTION	**What makes up a healthy diet?**		
KEY KNOWLEDGE	Humans need to eat a varied diet and should eat 5 portions of fruit and vegetables a day. A human's diet consists of some carbohydrates (bread, rice and pasta) a small amount of protein (meat, fish) and dairy (milk, cheese, yogurts) and a small amount of sugar. Humans should eat sugary foods less often and in small amounts. Vegetables and fruit contain lots of vitamins and minerals, which are good for the human body because they are nutrients that humans need in order to grow, reproduce, and be healthy. Fibre is a carbohydrate. Carbohydrates give your body energy to move. Protein helps to grow and supports our bones and muscles. Humans should drink plenty of fluids (at least 6 to 8 glasses a day).		
RICH TASK	**Retrieval practice activity** – Give children 6 hexagons (food plate with knife and fork, sword – showing invasion, chicken, herb, farming) Children to look at the images and choose as many as they can explain links for. **Main Task** – Reasoning Heads – Have three different heads which are telling others what makes a healthy diet. Children can only choose one head which they agree with the most and must explain why.		
SUPPORT AND CHALLENGE	S – opportunity to research what makes a healthy diet, video clip and reading resources, partner talk. C – children to write what 'their own head' would say to someone else. Get children to mark each other. How many points did their partner successfully make – convert each point to 100 house points.		
KEY VOCABULARY	Protein Carbohydrates Vitamins Minerals Muscles Fluids Nutrients Fibre	**RESOURCES**	Bitesize videos Healthy eating plate Healthy eating facts iPads
LESSON 3 QUESTION	**How did the Romans flavour their foods?**		
KEY KNOWLEDGE	**Flavour Enhancement:** Herbs and spices were used to add complexity and depth to dishes, as well as to complement or mask the natural flavours of other ingredients. **Masking Off-Flavours:** In a time before widespread refrigeration, food could sometimes spoil. Spices and herbs were used to mask any undesirable tastes or smells that might arise.		

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	Medicinal Properties: Some Romans believed that certain herbs and spices possessed medicinal properties, and they incorporated them into their diets for potential health benefits. **Social Status:** The use of rare and exotic spices could also be a way for wealthy Romans to demonstrate their status and wealth. **Herbs: The Romans cultivated and popularized herbs like parsley, borage, chervil, coriander, dill, fennel, mint, thyme, rosemary, sage, and savoury.** **Spices: Pepper, ginger, and cinnamon, along with other flavourings like garlic, were introduced and became more widely used.**		
RICH TASK	**Retrieval practice activity – Give children the following answers (Carbohydrates, fibre, protein, vitamins and minerals, Nutrients). Get each child to write an appropriate question for each answer.** Main Task - Taste test different herbs and spices completing table – make decisions about which herbs and spices will be put into their groups Roman loaf in groups of 6		
SUPPORT AND CHALLENGE	S – as a class gather appropriate vocabulary which could be used to describe foods and how they taste, smell and look. Mixed groups, use of talk and discussion C – children to think carefully about which herbs and spices would work well together in their own recipe.		
KEY VOCABULARY	celery, basil, sage, parsley, coriander, rosemary, garlic, pepper, cumin seeds	**RESOURCES**	celery, basil, sage, parsley, coriander, rosemary, garlic, pepper, cumin seeds (9 different flavours)
LESSON 4 & 5 QUESTION	**How can I make a Roman inspired bread loaf?**		
KEY KNOWLEDGE	**List of Ingredients** 500g strong white flour, plus extra for dusting 2 tsp salt 7g sachet fast-action yeast 3 tbsp olive oil 300ml water **Method** Mix 500g strong white flour, 2 tsp salt and a 7g sachet of fast-action yeast in a large bowl along with the herbs and spices their group has chosen. Make a well in the centre, then add 3 tbsp olive oil and 300ml water, and mix well. If the dough seems a little stiff, add another 1-2 tbsp water and mix well. Tip onto a lightly floured work surface and knead for around 10 mins.		

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<table>
<tr><td></td><td colspan="3">Once the dough is satin-smooth, place it in a lightly oiled bowl and cover with cling film. Leave to rise for 1 hour until doubled in size or place in the fridge overnight.

Line a baking tray with baking parchment. Knock back the dough (punch the air out and pull the dough in on itself) then gently mould the dough into balls.

Place it on the baking parchment to prove for a further hour until doubled in size. (over lunchtime)

Heat oven to 220C/fan 200C/gas 7.

Bake for 25-30 mins until golden brown and the loaf sounds hollow when tapped underneath. Cool on a wire rack.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – quick fire task with a partner – how many herbs and spices can they name that the romans introduced?
Main Task – Model each step to the class on how to make bread. Make their own bread following own recipe which will be written up into books during baking. Take some time to gather feedback and taste test one roll with their group – dipping it into olive oil and writing down quotes for their evaluation in the next session.
What herbs can they taste?
Do their choices work together?
What is the texture like?
Fill in Bread evaluation with group and send home</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – modelling to class each step, group work, recipe and method provided
C – children having their own independence over their recipe</td></tr>
<tr><td>KEY VOCABULARY</td><td>Yeast
Sachet
Well
Dough
Knead
Saint-smooth
Oiled
Knock back
Prove
Rise
Hollow</td><td>RESOURCES</td><td>X6 lots of:
500g strong white flour, plus extra for dusting
2 tsp salt
7g sachet fast-action yeast
3 tbsp olive oil
300ml water

X6 bowls
X6 jugs
X6 wooden spoons
Groups choice of spices / herbs (Ingredients needed will be from groups decisions during the food tasting session.)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 6 QUESTION</td><td colspan="3">How was food affected when the Romans arrived in Britain?</td></tr>
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<table>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Retrieve and discuss knowledge of the Romans and their impact on food in Britain (Legacy link to be included in end of unit outcome). Brain storm ideas for the following to be features of poster:
- Roman Legacy
- Herbs and Spices and why they were used
- Other foods that Britain did not have
- Recipe for making bread rolls
- Quotes from taste testers
- Healthy and Balanced diet
Retrieval mind mapping/ jottings opportunity during discussion</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge above – discuss and gather as a class
Outcome linked to The Big Question - Create a food poster to advertise your Roman recipe</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – use of foundation books and previous tasks, class discussion and gathering of information through mind mapping</td></tr>
<tr><td>KEY VOCABULARY</td><td>Legacy
Britons
Healthy diet
Impact</td><td>RESOURCES</td><td>Foundation books
Card / old fashioned paper
Evaluations from home
Coloured pencils</td></tr>
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