# ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

**SUBJECT: DT UNIT: Food Technology - Rationing TERM: Autumn 1 YEAR GROUP: 5**

| **THE BIG QUESTION -** How was food affected during World War II? | |
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| **END OF UNIT OUTCOME** | Use concept wheel to present findings |
| **OBJECTIVES** | • understand and apply the principles of a healthy and varied diet<br>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| **CONCEPT: Conflict** | Link to World War II, how to effectively use rations within each household |
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| **LESSON 1 QUESTION** | **What does rationing mean?** |
| **KEY KNOWLEDGE** | When Britain was at war, food quickly became more difficult to get hold of. Britain had been able to grow some of its own food but a lot of it still needed to be imported into Britain from other countries by ship. The Germans tried to sink these ships and stop food coming into Britain with the aim of starving the British public in to giving up. In order to prevent shortages, the British government gradually introduced rationing to make sure there was enough to go round for everyone. This was done by limiting how much of certain foods people could have. Everyone was issued with a ration book of coupons. Some foods weren't rationed such as fish, fruit and vegetables but as supplies decreased, they became expensive and difficult to find. People would often stand in queues for hours to get these items. The British government encouraged everyone to 'dig for victory' and grow their own fruit and vegetables. Clothing, soap, paper, fuel, and hot water were also limited. The public was encouraged to 'make do and mend' by sewing up old torn clothes or to save water, by having baths with only a few inches of water. Traditional British white bread was replaced with the national loaf, which was made with healthier whole grains and added vitamins. This meant that the British diet under rationing was limited, it was actually very healthy and nutritious. A study has found that children who grew up in World War Two became more intelligent than those born 15 years earlier because rationing made those growing up in the war cut out rich, sugary and fatty foods, which had a positive impact on their growing brains. |
| **RICH TASK** | Introduce The Big Question – what do they already know? Look at lesson 1 question – show 3 definitions, which one do you think is right and why as partner talk. Discuss what the term rationing means and why it was introduced. As a table, look at what foods sort into which were rationed and what wasn't – discuss choices. Discuss strategies government and people used to help with food shortages. Use a modern shopping list and annotate whether items would be available during WWII with any extra information you have discovered. |
| **SUPPORT AND CHALLENGE** | S – Picture prompts of rationed and wartime items<br>C – Add own items to shopping list |

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| **KEY VOCABULARY** | Ration<br>Import<br>Limit<br>Allotment<br>nutritious | **RESOURCES** | Rationing information from step 3 of Key stage History site<br>Everything World War II p24-27<br>BBC website<br>Rationing in the UK - BBC Teach |
| | | | |
| **LESSON 2 QUESTION** | **What makes a healthy diet?** | | |
| **KEY KNOWLEDGE** | Healthy eating means eating a variety of different types of food in the right amounts to keep your body working properly.<br>5 main groups:<br>• fruit and vegetables<br>• potatoes, bread, rice, pasta and other starchy carbohydrates<br>• beans, pulses, fish, eggs, meat and other proteins<br>• dairy and alternatives<br>• oils and spreads<br>You should try to choose a variety of foods from each group to help you get the nutrients you need to stay healthy.<br>Fruit and vegetables are a good source of vitamins, minerals and dietary fibre — essential for maintaining a **healthy gut and preventing digestion problems**. They should make up over a third of your diet. Carbohydrates are a good source of nutrients, **energy** and fibre and should make up just over a third of your diet. Protein is used by the body for **growth and repair**. Dairy and dairy alternatives (for example – soya and nut milks) are a good source of protein, vitamins and calcium — **essential for strong teeth and bones.** Use fats sparingly as they're high in fat. Although some fat is essential in the diet, generally we consume too much and need to reduce our consumption of certain types of fat. Aim to drink at least 6 to 8 glasses of fluid every day. Foods and drinks that are high in fat, salt or sugar and low in nutritional value are known as 'discretionary foods'. These aren't required for a healthy balanced diet. This includes:<br>• chocolate and sweets<br>• cakes, biscuits and pastries<br>• sugary drinks<br>• savoury snacks<br>These types of foods can be enjoyed occasionally in small portions as part of a healthy diet. Eating too many of these foods can lead to an increased risk of obesity, high blood pressure and tooth decay. | | |
| **RICH TASK** | Retrieval practice activity – retrieval relay based on rationing. What do we understand by a healthy diet – discuss as tables and then share, unpicking any misconceptions. What main food groups does our body need? Carbohydrates, proteins, fruits and vegetables, dairy, oils. What do each of these do? Use information from NHS website. Can we sort foods into different groups? Using blank plate create own Eatwell plate including title, purpose, food examples | | |
| **SUPPORT AND CHALLENGE** | S – plate with purpose already included<br>C – Design own healthy 3 course meal | | |

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| **KEY VOCABULARY** | Healthy<br>Diet<br>Carbohydrates<br>Proteins<br>Fruits And Vegetables<br>Dairy<br>Oils | **RESOURCES** | The Eatwell Guide - NHS<br>Retrieval relay<br>Blank Eatwell plate<br>Scaffolded plate |
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| **LESSON 3 QUESTION** | **What does seasonality mean?** | | |
| **KEY KNOWLEDGE** | Seasonality refers to the times of year when foods, such as fruit and vegetables, are ripe and ready to eat. Seasonal food tends to be fresher and have more flavour than food that is out of season. This is because it can be grown locally at the right time of year and therefore it doesn't need to travel too far. Grown is how something is grown from a seed to be processed and then eaten. Reared means to breed and raise an animal to use as food to be processed and eaten. Caught means capturing seafood and fish. Processed foods have been altered from their natural state, either for safety reasons or because it makes them easier to store or eat. | | |
| **RICH TASK** | Retrieval practice activity – given blank Eatwell plate, compete purpose and examples of food as table. What is meant by seasonality when we talk about foods? Why might eating seasonally a good choice? Can we sort food into seasons grid as pairs – share ideas. Share term grown, reared, caught and processed and definitions, can we match them up? What foods might fit each criteria? Explore PowerPoint. What are the positives of the processes we have discussed today? How do they link to our topic? Using grid for each term add title, icon, definition and example. | | |
| **SUPPORT AND CHALLENGE** | S – Prompts for definition given for grid<br>C – Explain how the keys words link to World War II | | |
| **KEY VOCABULARY** | Seasonality<br>Spring<br>Summer<br>Autumn<br>Winter<br>Grown<br>Reared<br>Caught<br>Processed<br>Sustainable<br>Climate<br>Transportation | **RESOURCES** | Blank Eatwell plate<br>What is seasonality? - KS2 - BBC Bitesize<br>What is seasonal food? - BBC Bitesize<br>Pictures of food<br>Seasons grid<br>Food terms and definitions<br>Powerpoint<br>Icon grid |
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| **LESSON 4 QUESTION** | **What will I include in my cake?**<br>**NOTIFY PARENTS RE ALLERGIES** | | |
| **KEY KNOWLEDGE** | The Importance of Tinned and Dried Fruit<br>• **Supplementing Supplies**: | | |

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<table>
<tr><td></td><td colspan="3">Tinned and dried fruits, served as a valuable supplement to the more limited home-grown fruit supply.<br>• Nutritional Value:<br>They provided essential vitamins and other nutrients, and were a welcome sweet treat during a time of scarcity and hardship.<br>• Variety:<br>While fresh fruit was limited, tinned and dried versions offered some variety and kept well, making them ideal for wartime food supplies.<br>Why They Were Important<br>• Limited Fresh Fruit:<br>Supplies of fresh fruit were difficult to maintain due to the war, leading to shortages.<br>• Long Shelf Life:<br>Tinned and dried fruits had a much longer shelf life than fresh fruit, making them a vital source of vitamins and sugar for families.<br>• Nutritional Value:<br>Preserved fruits provided essential nutrients, especially for children who were given priority for items like fruit juice to ensure healthy development.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – walk about bingo focused on terms from L3. Focus on how during WW2, certain items such as fruit were never rationed but in short supply. Why might tinned and dried fruit be popular during this time? Look at a selection of dried fruit – what are they? Would all have these been available during WW2? Taste test dried fruit completing table – make decisions about which fruit will be added to cake</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – 5-star rating choice, key words to scaffold ideas<br>C – explain choices</td></tr>
<tr><td>KEY VOCABULARY</td><td>Tinned<br>Dried</td><td>RESOURCES</td><td>Figs<br>Raisins<br>Sultanas<br>Currants<br>Cherries<br>Prunes<br>Dates</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">How can I be hygienic and safe when cooking?<br>NOTIFY PARENTS RE ALLERGIES</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Wash hands, tie back hair, and wear aprons to prevent contamination. Uncooked foods, like raw flour or eggs, should not be eaten. Proper hygiene, including cleaning equipment and surfaces, along with safe storage of ingredients and cooked cakes, are also essential to prevent cross-contamination and food poisoning. When using an oven in cooking or baking, you should pre heat the oven and you should have an adult to help you. Chopping is a way of using a knife and when using a knife, you must have a firm grip on the handle and keep your fingers away from the blade.</td></tr>
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| **RICH TASK** | Retrieval practice activity – name these dried fruits quiz<br>What do we already know about being hygienic and safe during cooking? Gather ideas and share key information – why are they important? Demo different techniques used to make wartime cake. Model following recipe. Pupils to write own version of recipe | | |
| **SUPPORT AND CHALLENGE** | S – prepared recipe with blanks to fill in<br>C – write definitions of key vocabulary | | |
| **KEY VOCABULARY** | Hygienic<br>Safe<br>Ingredients<br>Cross contamination<br>Food poisoning<br>Allergies<br>Sift<br>Rub in<br>Thin mixture<br>Moderate oven | **RESOURCES** | sugar<br>dried fruit<br>margarine<br>oatmeal<br>plain flour<br>bicarbonate of soda<br>vinegar<br>milk<br>bowls<br>sieves<br>spoons<br>scales<br>sandwich tins<br>aprons |
| | | | |
| **LESSON 6 QUESTION** | **How effective am I following a recipe and making a cake?**<br>**NOTIFY PARENTS RE ALLERGIES** | | |
| **KEY KNOWLEDGE** | Read recipe carefully, Follow healthy and safety guidelines from L5. | | |
| **RICH TASK** | Retrieval practice activity – read through recipe with partner to check understanding<br>Make wartime cake following own recipe in 6s (allergy children first)<br>Meanwhile create a poster to advertise your cake using knowledge about rationing and propaganda from History. Examples as support.<br>SEND HOME RECIPE AND EVALUATION FORM FOR PARENTS | | |
| **SUPPORT AND CHALLENGE** | S – poster examples, teacher support for making<br>C – Create healthy eating leaflet for Y3 | | |
| **KEY VOCABULARY** | Sift<br>Rub in<br>Thin mixture<br>Moderate oven | **RESOURCES** | sugar<br>dried fruit<br>margarine<br>oatmeal<br>plain flour<br>bicarbonate of soda<br>vinegar<br>milk<br>bowls<br>sieves<br>spoons |

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| | | | scales<br>aprons<br>sandwich tins<br>iPads<br>Example food posters |
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| **LESSON 7 QUESTION** | **How was food affected during World War II?** | | |
| **KEY KNOWLEDGE** | As previous steps | | |
| **END OF UNIT OUTCOME** | Revision of key knowledge – complete spider diagram to evaluate own cake<br>Use doodle wheel to show what you know about food during WW2 using knowledge and information from book as support<br>What links to our concept have you found? | | |
| **SUPPORT AND CHALLENGE** | S – Doodle wheels with prepared headings<br>C – Would our food still be affected in the same way if we were at war today? | | |
| **KEY VOCABULARY** | As previous steps | **RESOURCES** | Evaluation spider diagram<br>Completed parent evaluations<br>Doodle wheels |