

<p>Year Group: 5</p> <p>Name of project: Eat Your Way Through The Past</p> <p>Term: Autumn</p>	<p>Summary of current hook:</p> <ul style="list-style-type: none"> The children blind taste-test some different foods from across history. They then have to consider which era they think they are from. Mantle of the expert – pre-prepped children, who are experts on each era, present the information to the rest of the class. The children complete food timelines. 	<p>Summary of current celebration:</p> <ul style="list-style-type: none"> Groups of children take ownership over an era. Children prepare an interactive station (posters, food and artefacts). Parents visit stations and question children on their era. Parents consider and vote for ‘which era had the healthiest diet?’
<p>Learning Journey</p> <p>History:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history <p>DT:</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Cooking and nutrition</p> <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 		
<p>What are the current curriculum links to maths and English?</p> <ul style="list-style-type: none"> Children write a diary entry from a Victorian child’s point of view. Children debate who was healthiest, the rich or the poor during the Stuart era. Children investigate a range of sources about the introduction of school dinners during WW1 – writer’s bias point of view. They then create a museum exhibit label for one of the sources on the computer. Children write a newspaper article on the 1959 boom in fridge sales. Children create information posters to present to their parents for the celebration event. 		<p>Key dates</p> <p>Hook: TBC</p> <p>Celebration: TBC</p>
<p style="text-align: center;">Integrity</p> <p><i>What opportunities are there for children to develop integrity and moral principles within the project?</i></p> <ul style="list-style-type: none"> When getting ready for the celebration event, the children need to work collaboratively on creating their stations and respect and value each group member’s contributions. They will need to equally share out the work and play to each member’s strengths. 	<p style="text-align: center;">Energy</p> <p><i>How are all children encouraged to struggle? Question? Make discoveries? Have a voice?</i></p> <ul style="list-style-type: none"> Respectful sharing of opinions and ideas. Making discoveries through investigating the past using different sources e.g. pictures, historical recounts, artefacts. Internal struggle to decide which era has the healthiest diet and why. 	<p style="text-align: center;">Respect</p> <p><i>How does the project currently address wider world matters and celebrate differences?</i></p> <ul style="list-style-type: none"> Each week they will consider the differences in lifestyles and food for people of different backgrounds and economic status’. Respect and inclusion of each group member and their ideas.
<p style="text-align: center;">Growth Mindset</p> <p><i>How does the project currently encourage children to have growth mindset?</i></p> <ul style="list-style-type: none"> Children are encouraged to question and share their opinions through LTE style sessions. Thought provoking questions given which will make the children struggle, query and debate – teachers to facilitate this. 	<p style="text-align: center;">Critical Thinking</p> <p><i>What are the opportunities for critical thinking throughout the project?</i></p> <ul style="list-style-type: none"> Key question: How can we decide which era had the healthiest diet? Every week the plenary will be to rank that week’s era on healthiest scale – adding week by week (top gear) 5 children per group to make positive contributions to their final project for the celebration event. Children are required to problem solve to deduce the effect of changes made in the different eras. Consideration of how to communicate ideas to an audience effectively. 	<p style="text-align: center;">A school within a garden</p> <p><i>How are the school gardens being used effectively and meaningfully within your project?</i></p> <ul style="list-style-type: none"> Treasure hunt to find jigsaw pieces of pictures from the medieval era. Cooking historically accurate foods in a historically accurate manner (open fire) in the woods. Incorporate traditional fire-starting methods and cook with a historically accurate pan. Experience WW2 from a land girl’s point of view – planting food/ digging/ maintaining the plot of land. Using the grounds to film their WW2 rationing announcements. Walking timeline of the invention of the fridge around the school.