

<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> <p>Children invited to share their Best Food Day Ever and Best Food Ever</p> <p>Children estimate when in history these foods, plus common items in British meals were introduced on a class timeline</p>	<p>Summary of celebration:</p> <p>Parents invited to join the children in their baking of WW2 ration cakes as well as creating clay poppies using the new teaching kitchen and art studio.</p>
<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>What are the current curriculum links to maths and English?</p> <ul style="list-style-type: none"> • Exit tasks writing short paragraphs expressing opinions regarding critical questions in each session. • Children debate whether they would eat insect protein. • Children investigate a range of sources about the introduction of (i) fish and chips, (ii) school dinners during WW1 – writer's bias point of view. • Imperatives during creating recipe for ration cakes. • Measuring and weighing cake ingredients using scales and measuring jugs. • Children use prezi to create a presentation on the history of the fridge 	<p style="text-align: center;">Curriculum Facilities</p> <p>Art studio – Children to create their own poppies using sewing techniques as part of their celebration event. [TBC]</p> <p>Teaching Kitchen – Baking and decorating WW2 ration cakes.</p> <p>Computer Suite – Prezis on fridge development</p> <p>Outdoor green areas – Children get to experience what it would be like to "Dig for victory"</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"> • Considering environmental impact of food and drink preferences (e.g. dependence on tea and coffee from distant lands) and sustainability of current choices • Considering how our food choices are controlled by advertisers and influencers • When working in groups, children to share work equally and play to each member's strengths. 	<p style="text-align: center;">Ambition</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 time period had the greatest impact on Britain's diet today. 	<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"> • Comparisons to differences in lifestyles and food for people of different backgrounds and economic status' (e.g. comparison of staple foods; bread for the rich and poor). • 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> <ul style="list-style-type: none"> • Key question: Which change in Britain's diet has most impact on us today? • Every week children challenged to answer a critical question on the lesson's focus. • In each lesson, children evaluate the disciplinary knowledge element re the foods being considered. • Consideration of how importers (East India Co), billboards, TV adverts, delivery platforms and influencers affect our choices. 	<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"> • Experience WW2 from a land girl's point of view – planting food/ digging/ maintaining the plot of land. • Using the grounds to film WW2 rationing announcements.