



Biscuits and baking

(Intention) What we intend to cover in our learning

- Investigate the stages of production and manufacture, from farm to plate, in the making of biscuits
- To investigate the role of biscuits in everyday life and attempt to find a niche in the market.
- To research and survey existing brands of biscuits, to analyse their flavour, design and packaging in terms of marketing, storage and appeal.
- To work collaboratively to execute a design brief to create a biscuit and packaging for a particular occasion, using 3D computer modelling
- They will learn about the nutritional ingredients of different biscuits and the health values or risks of each
- Children will practise making plain biscuits according to a basic recipe, before planning innovations, according to their own designs.
- They will look at ratios and proportions in the recipe and adjust them according to the numbers needed for their brief.
- When cooking, they will select from and use a wider range of equipment to perform practical tasks accurately.
- Children will evaluate their ideas and products against their own design criteria and suggest improvements.
- Following this they will use persuasive language to create a poster or write a script for a T.V advertisement for their product.

(Implementation) Key words I will use and need to know:

Marketing	Dough	Design Brief
Carbohydrate	Texture	Evaluate
Nutrition	Einkorn	Wheat
Flour	Kilojoule	Calorie
Diet	Modification	Specification
Domesticate	Agriculture	Arable
Palate	Advertisement	Emotive

(Implementation) Key knowledge we will learn:

- **Wheat was first domesticated from wild grasses over 10,000 years ago. People have been making bread and biscuits for a very long time, with the same ingredients**
- **Companies deliberately target specific age groups and demographics with gimmicks and lifestyle benefits to sell their products**
- **Baking is an irreversible change, which alters the foods molecular structure**
- **Children will learn how to convert units of measurement, from higher to lower units and from imperial to metric, in order to calculate ratios**
- **Different combinations of flour, oil, salt and water can produce many different doughs for different types of bread and biscuits.**
- **Children will investigate different 3D shapes and prisms for their packaging**
- **Biscuits usually contain a lot of carbohydrate, due to their cereal content, which is good for slow-release energy.**
- **The main food groups and what proportion of each is good for a balanced, healthy diet.**

(Implementation) Things to do and find out at home:

Explore some of the topics on these sites:

<https://www.english-heritage.org.uk/visit/inspire-me/the-history-of-the-biscuit/>

<https://www.bbcgoodfood.com/recipes/collection/kids-biscuit-recipes>

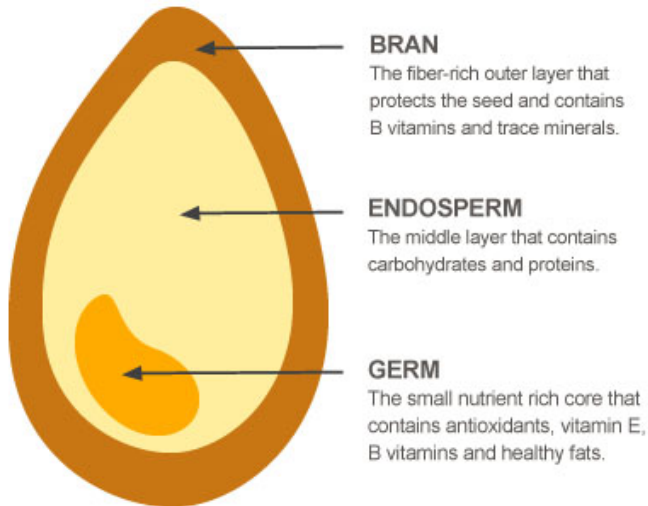
<https://www.bbc.co.uk/bitesize/clips/z9wkjxs>

<https://www.bbc.co.uk/bitesize/topics/zjr8mp3/articles/zhkbn9q>

<https://www.bbc.co.uk/bitesize/articles/zkqc47h>

(Implementation) Some key pictures and facts linked to Biscuits and Baking

Grain Anatomy



A Basic Biscuit Recipe:

Ingredients

250g **butter**, softened

140g **caster sugar**

1 **egg.yolk**

2 tsp **vanilla extract**

300g **plain flour**

Method

STEP 1

Mix the butter and sugar in a large **bowl** with a **wooden spoon**, then add the egg yolk and vanilla extract and briefly beat to combine.

STEP 2

Sift over the flour and stir until the mixture is well combined – you might need to get your hands in at the end to give everything a really good mix and press the dough together.

(Impact) What we will aim to do at the end of our learning:

All children should be able to design and make a biscuit product with support and guidance, explain why choices were made after discussion with the teacher and demonstrate some skills when making the product. **Most children will be able to** use their experiences of food ingredients and cooking methods to help generate ideas, explain why they have chosen certain foods and processes and link them to their design criteria and produce an order of work which includes an annotated diagram and chosen equipment appropriately. They will make and evaluate their biscuits against objective design criteria. **Some children will be able to** use findings from their investigative work to draw up a design specification for a new biscuit product. They will draw on their understanding of the characteristics and properties of foods to select appropriate ingredients and evaluate how successful their product is with reference to their original design criteria.

(Impact) The children will be assessed against these National Curriculum Programmes of Study:

Design and Technology

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.

Cooking and nutrition

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.

In Key Stage 2, children should:

- 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

