DT – Year 6
Cooking: Soup
(Previous knowledge – Tudor Tarts Year 5)

| Vocabulary | | |
|---|---|---|
| Tier 1 | Tier 2 | Tier 3 |
| cut/slice | vegetables | liquidise |
| grow | simmer | bouquet garni |
| peel | healthy | sweat |
| diced | herbs | soffritto |
| boil | stock | seasonal |
| | | |

Useful Resources

https://www.kids-cooking-activities.com/how-to-make-soup.html
https://www.theculinarypro.com/soups

**Skills**

Different methods of cutting vegetables: chop, slice, dice.

Sweating is the gentle heating of vegetables in a little oil, with frequent stirring and turning to ensure that any emitted liquid will evaporate.

Simmering is a technique by which foods are cooked in hot liquids kept just below the boiling point of water. To create a steady simmer, a liquid is brought to a boil, then its heat source is reduced to a lower, constant temperature.

Bouquet garni is a bundle of herbs usually tied together with string and mainly used to prepare soup, stock, casseroles and various stews.

**Why is hygiene so important when cooking?**

Before preparing food, it is important to wash your hands and ensure surfaces and equipment are clean. Using different chopping boards is important to avoid cross-contamination. This can cause food poisoning.


**Soup Production**

**When is the best time to sow your vegetable crops?**

Seasonal produce: It's important to sow your vegetable crops at the right time of year and to harvest them at the right time, when they're at the peak of their tenderness and taste.

| Vegetable | Sow | Harvest |
|---|---|---|
| Potatoes | Outside: Spring | Late summer |
| Onions | Outside: Spring | Late summer |
| Leeks | Outside: Spring | Autumn/Winter |

**How are vegetables produced?**

Sow (plant) the seeds in soil, some need to start growing indoors but most are fine outside, allow plenty of sunshine and water regularly, vegetables will grow either underground (root vegetable) or above soil (leafy vegetable), harvest by digging out or cutting if above surface.


Butternut squash soup


Chunky vegetable soup

# DT – Year 6
# Structures: Anderson Shelters

(Previous knowledge – Orrery Year 5)

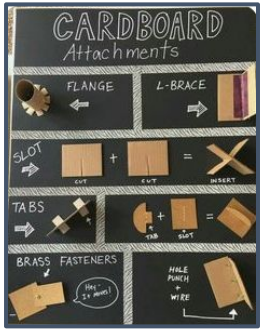
| Vocabulary | | |
|---|---|---|
| Tier 1 | Tier 2 | Tier 3 |
| design | attach | corrugated |
| function | research | structure |
| purpose | materials | prop/hold up |
| scale/size | support | panels |
| plan | evaluate | revise |
| | | |

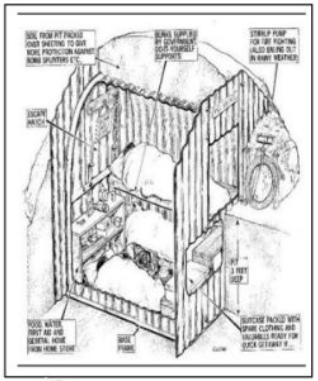
Useful Resources

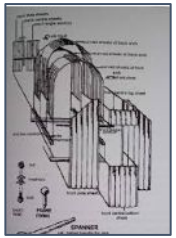
https://andersonshelters.org.uk/
https://historyforkids.org/anderson-shelter-facts-and-information/
https://www.rafmuseum.org.uk/research/online-exhibitions/history-of-the-battle-of-britain/air-raid-shelter-protection/

## Skills

- Use research of WW2 Anderson shelters to generate ideas that will inform the design.
- Design and make own Anderson shelter.
- Collect research and explore appropriate materials.
- Select appropriate tools and resources to use. Consider appropriate features of Anderson shelters.
- Reflect and evaluate end product against design criteria. Consider the views of others to improve work.





## Purpose

**Why was the Anderson shelter designed and produced?**

The Anderson shelter was designed in 1938 by William Paterson and Oscar Carl Kerrison in response to a request from the government to help save lives. It was named after Sir John Anderson, who was responsible for preparing Britain for air raids, just before the start of World War 2. Kits to build the shelters were sent to people in cities (3.5 million were built), designed for 6 people maximum.

## Construction

They measured 1.4m wide, 2m long and 1.8m tall. They were quite cramped and someone taller than 6ft would not have been able to stand up in one. They could sleep up to 6 people. It was cold in the Winter.

Many people planted flowers or vegetables on top to disguise the shelter from above. Sandbags were placed around the door and the shelter was built into the ground.

# DT – Year 6
# Mechanical and Electrical: Victorian Fairground Model

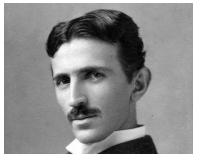
(Previous knowledge – Glowing Lantern Year 4)

| Vocabulary | | |
|---|---|---|
| Tier 1 | Tier 2 | Tier 3 |
| diagrams | clockwise | construction |
| plan | motor | counter weight |
| modify | joints | prop/hold up |
| assemble | axle | pulley |
| improvements | gearing up/down | component |
| | | |

Useful Resources

https://victorianweb.org/victorian/technology/steam/1.html
https://www.youtube.com/watch?v=6OVYb-602kA
https://www.carterssteamfair.co.uk/rides/

## Scientist



Nikola Tesla was a Serbian American inventor, best known for his contributions to the design of the modern alternating current (AC) electricity supply system. He moved to the United States in 1884 to work for Thomas Edison. They quarrelled and soon Tesla started working on his own with other people investing in his work. He invented the first alternating current (AC) motor and developed AC generation and transmission technology.


## Key Knowledge

Electricity travels at the speed of light, that's 300 million metres per second! However, the electricity that flows through your home and appliances you use is much slower, about 1/100th the speed of light.


A traditional light bulb has a **filament** that heats up and glows when an electrical current runs through it. Up to 90% of the energy used goes towards producing the heat.

An LED is more energy efficient and produces light when an electric current passes through it. They use very little electricity and don't require or emit great amounts of heat.

## Purpose

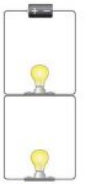
**History of the Fairground**

In the first half of the nineteenth century, travelling shows were generally circuses or menageries; panoramic or lantern-slide shows; waxworks — some of which became more popular than ever in the course of the century. Traditional fairs, on the other hand, held regularly on commons and greens from centuries back, were going out of fashion. No longer needed for such purposes as selling farm produce and livestock, or hiring labour, they had become too rowdy for their neighbourhoods. Yet just when they seemed doomed to disappear, along came a new attraction: the use of steam to power exciting new rides.

By the end of the Victorian era the landscape of the fairground was populated by rides of all kinds: steam yachts, switchbacks and of course the galloping horses.

## Technical Knowledge

This is a diagram of a **series circuit** – the electrical current flows through every **component** in the circuit – the switch, battery and bulbs.



*Which type of circuit will you use in your electronic greetings card?*

*Which types of materials will you use to conduct or insulate your product?*

This is a diagram of a **parallel circuit** – this has two or more paths for the electrical current to flow through. If one loop is disconnected then the other still has power.