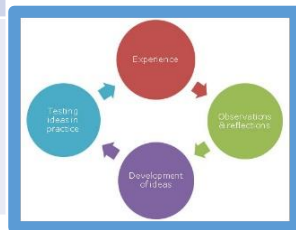


GGA Knowledge Organiser Year 4 Food Technology – Y4 Houmous and Vegetables

Making - Learning using Tools and Equipment	
Peeler	A tool to scrape the skin away from vegetables e.g. potatoes and carrots
Vegetable knife	A small sharp knife to chop and slice vegetables into smaller pieces
Chopping board	Wooden or plastic base to chop the vegetables on and protect kitchen worktops.
Puree	To finely blend ingredients to create home-made hummus from chickpeas, tahini and lemon juice (basic recipe) if starting from scratch
Flavouring	Adding additional ingredients to create a variety of flavours and to trial them to establish the most popular e.g. chilli, olives, roasted peppers etc.
Hand blender	A tool used for blending food ingredients together to create a new dish e.g. cooked vegetables for soup without the use of a large blender

Vocabulary	
Chop	To cut your vegetables into smaller chunks to make them easier to cook thoroughly
Peel	To remove the outer skin of vegetables (some skins can be thoroughly washed and left on as this is often healthier)
Slice	To cut into thinner pieces/slices
Nutritional	Healthy ingredients that are good for your body and well-being
Locally sourced	Grown nearby, e.g. your garden or within a few miles of where you live
Wash	To scrub dirt of vegetables and remove germs and (possible) pesticides
Taste	As a cook would throughout the cooking process, evaluate the flavour and suggest



Cross Curricular Opportunities	
Science	Reversible and irreversible changes e.g. blending chickpeas to create a paste and combining with seasoning to flavour. Effects of olive oil, garlic and lemon juice on flavours and textures e.g. bitter, sharp. smooth
Humanities	Understand where the ingredients are sourced, exploring countries/regions and climate Food miles e.g. how the main ingredients are sourced e.g. olive oil, lemons. chickpeas, additional spices etc and why they will only grow effectively in certain countries. Links with modern day cultural Egyptian dishes and those of Ancient Egypt
English	Interpreting instructional writing and following a step-by-step plan. Evaluating and assessing processes and outcomes using adjectives Explaining the texture and flavour using adjectives to describe different combinations of ingredients
PSHE & Values	Exploring cultural differences between food eaten in the UK and/or other heritage dishes compared to food eaten in Egypt

Why are we learning this?

To know how to: prepare a healthy and nutritious meal using fresh, seasonable and (possibly) locally sourced ingredients without relying on little to no processed ingredients.

Why is it important?

So that we understand how: dishes like this were made by the Egyptians using locally sourced ingredients and how they have been interpreted and developed by other countries across north Africa, the middle east and Mediterranean over the centuries.

Egyptians used what was available to them through locally grown/sourced ingredients and/or what was traded with other countries.

