

# Gingerbread Houses : DT : Year 5/6

This scheme of work allows you to choose between baking gingerbread to make the houses or constructing the houses out of biscuits. The FSD? activities show the biscuit house resources and activities.

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate existing edible houses to inspire a design.	The children research existing edible houses and use this inspiration to design their own gingerbread house. Making sure they include features and measurements that meet the design criteria they have generated, the children will sketch and label their own design for an edible house. They can then use these designs to consolidate ideas into a final group design.	<ul style="list-style-type: none"> <li>Are children able to design a product which meets a design criteria?</li> <li>Can children plan a simple method of construction for their product?</li> <li>Can children draw inspiration from existing products and incorporate similar features into their own design?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 1A/1B/1C</li> <li>Design Sheet 1A</li> <li>Picture Cards 1A/1B (NB: These are the same as Picture Cards 1A/1B from the previous lesson)</li> <li>Worksheets 1D/1E (FSD? Activity only)</li> <li>Biscuits (FSD? activity only. Pink wafer, Bourbon, Custard Creams, Digestive, Nice)</li> </ul>
<b>Lesson 2</b>	To use a computer to design a pattern template.	In this lesson the children will begin to translate their designs into working pattern pieces for their edible house. If they are baking gingerbread, the children will create their own accurate templates using a computer. If they're using biscuits to build their house, they will use the computers to construct an accurate floor plan.	<ul style="list-style-type: none"> <li>Are children able to use computers to create a design?</li> <li>Can children come up with a success criteria based on existing ideas?</li> <li>Can children use computers to create accurate shapes and measurements?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>House Template 2A</li> </ul>
<b>Lesson 3</b>	To test and improve a design.	Children will learn about the benefits of planning ahead and the reasons for using a prototype when developing a product. The gingerbread houses will need their templates testing to make sure they're the correct size. The biscuit houses will need to know how many biscuits they will need to construct the house. Both need to amend their designs according to what they learn.	<ul style="list-style-type: none"> <li>Are children able to amend a design based on testing?</li> <li>Can children identify challenges?</li> <li>Can children able to identify solutions to challenges they've come across?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 3A</li> <li>Template Sheet 3A (optional)</li> <li>Floor Plan Template 3A (FSD activity only)</li> <li>Sticky-tac</li> <li>Thick or corrugated cardboard</li> </ul>
<b>Lesson 4</b>	To construct a house out of edible resources.	This lesson will require the children to be accurate, patient and resilient in their construction of their edible houses. If you're making gingerbread houses, the children will be using their templates to cut out each piece they need and bake them, ready to assemble next lesson. The biscuit-house builders will begin construction, taking care to keep walls straight and angles at 90°.	<ul style="list-style-type: none"> <li>Can children follow a simple method or recipe?</li> <li>Can children measure ingredients or dimensions accurately?</li> <li>Can children follow their own designs?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 4A</li> <li>Recipe Card</li> <li>Template Sheet 4A/4B (optional)</li> <li>Baking ingredients and equipment (See Recipe Card)</li> <li>Access to hobs and oven</li> <li>Biscuits (FSD? Activity only)</li> <li>Royal icing (can be bought pre-made) (FSD? Activity only)</li> <li>Paper plates (FSD? Activity only)</li> </ul>
<b>Lesson 5</b>	To construct and decorate a house out of edible resources using a variety of tools.	Children will learn the skill of piping icing in order to construct and decorate their edible houses. The piping can be used to apply the icing where it is needed to stick decorations, or it could be used to pipe designs onto their houses. The children will have the opportunity to use different tools and think about the suitability of each when used to decorate an edible house.	<ul style="list-style-type: none"> <li>Can children use tools for a specific purpose?</li> <li>Are children able to follow their design when decorating their house?</li> <li>Can children choose between different tools depending on their suitability for a task?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A</li> <li>Royal icing (can be bought ready made)</li> <li>Sandwich bags/piping bags</li> <li>Cups/mugs</li> <li>Elastic bands</li> <li>Sweets for decorating</li> <li>Lolly sticks/knives</li> <li>Bowls to hold icing</li> </ul>
<b>Lesson 6</b>	To evaluate their product against a design criteria.	This lesson gives the children the opportunity to evaluate each other's work. They receive feedback from their peers about their edible house and use this feedback when evaluating the final product.	<ul style="list-style-type: none"> <li>Can children evaluate an edible house against the original criteria?</li> <li>Are children able to suggest ways they could improve their finished product?</li> <li>Can children explain what they would do differently if they were to make their house again?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Peer Evaluation Sheets 6A</li> <li>Worksheet 6A/6B/6C</li> <li>Worksheet 6D (FSD? activity only)</li> </ul>