

TEACHING FOR



IN DESIGN AND TECHNOLOGY FOR YEAR 5/6

UNIT OF WORK EXEMPLAR

Amy Jones

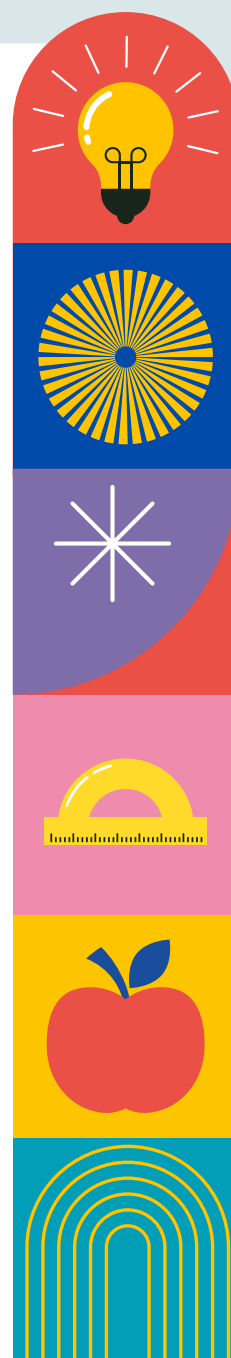
Droxford Junior School



How to read this document

This document contains three main components

- A description of the Creativity Collaborative programme context and our framework of teaching for creativity
- The key unit information provides an overview next
- Finally, the full unit description gives detailed information



Context: UWinAT Creativity Collaborative

Creativity Collaboratives is an action research programme, funded by Arts Council England and the Freeland Foundation, that aims to build networks of schools to test a range of innovative practices in teaching for creativity, with the explicit intention that learning is shared to facilitate system-wide change. The University of Winchester, the University of Winchester Academy Trust, and a network of Hampshire Infant, Junior and Primary schools became one of the eight national funded collaboratives, coming together with the key ambition of fostering pupils' creativity in subjects drawn from across the curriculum. Overall, our collaborative aims to enrich children's life chances by developing them into confident and creative problem-solvers, engaging them through authentic, meaningful problems, embedded in their schools and lives.

The focus on creativity as a key skill in education is increasing (James et al.,

2019), reflecting its value within wider society. Indeed, according to the 2023 'Future of Jobs Report' (World Economic Forum, 2023) creative thinking is the skill showing the greatest increase in importance for employers (p. 38) and after analytical thinking, is the second most frequently cited skill that is 'core' for the workplace (p. 39). Our collaborative has focused on:

- Understanding and addressing the barriers and enablers of creative thinking
- Developing leadership for creativity in schools
- Developing new approaches to teaching for creativity across the curriculum
- Building children's and teachers' knowledge and understanding of creativity
- Developing children's and teachers' sense of themselves as creative and their ability to be creative in subjects across the school curriculum..

The Creativity Navigator: A Framework of Teaching for Creativity

To support our planning and implementation of teaching for creativity, we use a planning tool called the Creativity Navigator (see back cover). This was co-developed in our Creativity Collaborative and draws on a wide range of models, theories and frameworks of creativity. The Navigator emphasises that creativity can be a planned for process, that follows a typical sequence of explore – ideate – evaluate, but that this sequence can be varied and cycled around many times whilst working through a creative process. The process starts with the question 'where next?' emphasising the importance of metacognitive planning and monitoring throughout a creative process.

In a classroom context, a creative process can be operationalised through a set of learning behaviours. These behaviours can be grouped under creative 'habits' each of which can be used to support the creative

process. For instance, a think-pair-share learning behaviour could support children to collaborate on gathering relevant information as they explore at the beginning of a creative learning task. The same collaborative habit could later be used to support the evaluate stage of the creative process through getting constructive feedback from peers on each other's creative work and how it might be improved further.

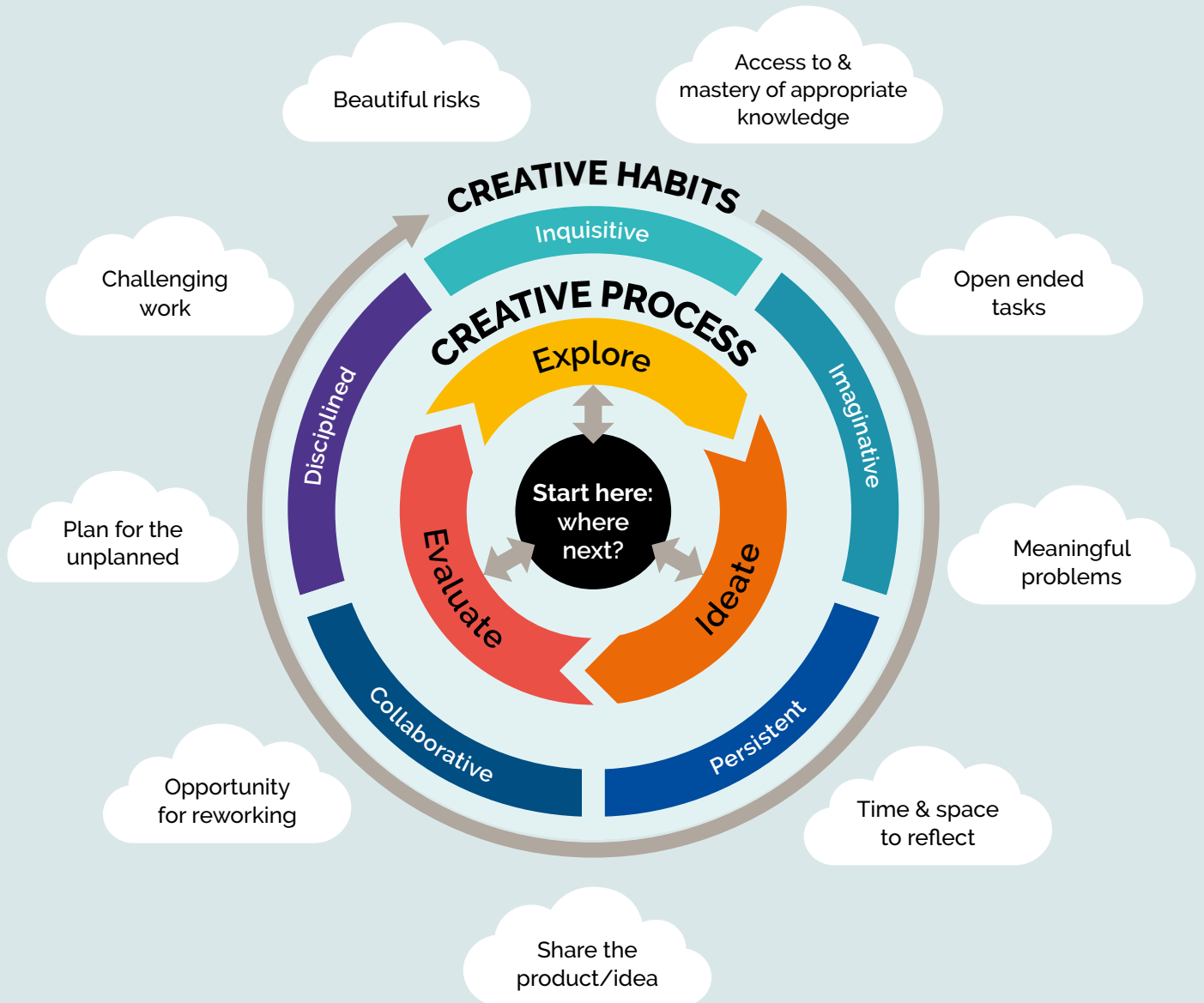
The final aspect of our Creativity Navigator focuses on the types of climate and task design that can support creativity to flourish in the classroom. For instance, tasks need to be personally meaningful, challenging, and open-ended, with children having some autonomy over aspect(s) of their learning. The classroom climate needs to provide psychological safety for children to take risks, make mistakes, learn from them and rework.



TO CITE THE CREATIVITY NAVIGATOR PLEASE USE:

Sowden, P.T., Warren, F., Seymour, M. Martin, C., Kauer, A. Spencer, E., Mansfield, S., Waite, J. (2025). A Creativity Navigator to Guide Teaching for Creativity: Implementation and Teacher Impacts in a Creativity Collaborative of Schools. *Journal of Creative Behavior*, 59(2), e70005. <https://doi.org/10.1002/jocb.70005>

CREATIVITY NAVIGATOR



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KEY UNIT INFORMATION

What would you pack in an Ancient Greek lunchbox?



INTENDED FOR:
Year 5/6



SUBJECT FOCUS:
Design and Technology



UNIT DURATION & FORMAT:
1 Hour Sessions for 5 Weeks



LEARNING OBJECTIVES/OUTCOMES:

1. Learning objectives/outcomes:

- To research and develop design criteria to design recipes that are fit for purpose and aimed at particular individuals
- To select from and use a wider range of tools and ingredients.
- To understand and apply the principles of a healthy and varied diet.
- To prepare and cook using a range of cooking techniques.

2. Creative Outcome:

To apply knowledge of healthy eating and Greek cuisine to design a lunch recipe for an Ancient Greek lunchbox, and to 'pitch' their designed dish to others.

This DT unit was introduced using the enquiry question 'What would you pack in an Ancient Greek lunchbox?' Rather than relying on didactic knowledge recall from teacher to pupil, use of WAGOLs or teacher modelling, the children were given time to explore, ideate, and evaluate themselves within and across lessons. Throughout the five-week unit, the pupils explored what Ancient Greeks ate, tasted food for themselves, learned what makes a balanced diet, explored and designed recipes before writing their own, and finally honed their knife skills in line with the National Curriculum. In comparison to when we had taught this unit two years prior, we found the pupils' levels of engagement, retention of knowledge and understanding, and success were significantly increased. Their ability to verbalise their ideas, work collaboratively, and apply their curiosity was significantly greater than when this unit had been taught previously.



STEPS FOR SUCCESS:

1. Prepare – some resources need sourcing or creating prior to the lesson.
2. Ask around for resources- you'd be surprised what colleagues have laying around at home!
3. Involve drama and use ICT to make lessons more engaging and, therefore, memorable.



FULL UNIT DESCRIPTION

What would you pack in an Ancient Greek lunchbox?

Introduction

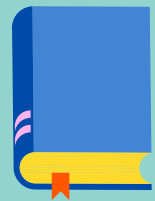
Historically, we have led our units of DT in a rather didactic, knowledge-recalling format. Potentially, this could be due to a lack of teacher confidence when focused on supporting their pupils to achieve an intended outcome; they wanted their pupils to be as successful as possible which, in turn, altered their teaching styles. Reflecting on this, our staff team have found that this lack of teacher

confidence was limiting our pupils' creativity and were keen to overcome this barrier. This was particularly important for us as 'Creativity' is one of our key school values.

Therefore, starting in Year 5/6, we restructured our Greek Food unit of Design and Technology by introducing the enquiry question 'What would you pack in an Ancient Greek lunchbox?' which immediately got the children thinking.



Greek Food	
During this DT unit, you will learn about a Mediterranean diet (largely Greek inspired) linked to your Science: History unit. You will begin by researching Greek cuisine, both ancient and modern, before designing a Greek lunch dish. Linking with Science, you will consider how nutritionally balanced your recipe is using the carousel photo. Finally, you will learn how to prepare food safely and hygienically when cooking your recipe designs. Vocabulary Definitions Mediterranean Diet: <u>the healthy diet (orig) (noun)</u> Ingredients: <u>what food you will be using</u> Recipe: <u>the instructions to how to make the food</u> Markings: <u>Food & colour</u> Self-Reflection: Circle the Creative Habits you have shown throughout this DT unit. Curious Creative Focused Collaborative Responsible Which Creative Habit did you show the most? Why? <u>Collaborative - I worked with Rebecca and helped each other.</u>	Can you answer these questions about Greek food and its preparation? What are 3 commonly used ingredients in Greek food? <u>Beef, fries & salad</u> How do you ensure food is prepared hygienically? <u>wash your hands, use fresh food from packaging, don't mix food together that doesn't belong together.</u> A vegetarian customer wants to make a booking at a Greek restaurant. What can't they order? <u>a Greek salad</u> Name a Greek recipe and explain how it is nutritionally balanced. <u>a Greek salad because it has veg & calories which helps our bones get strong and is full of nutrients.</u> Draw and label, with its ingredients, your final food dish: <u>Burger</u> <u>fries</u>

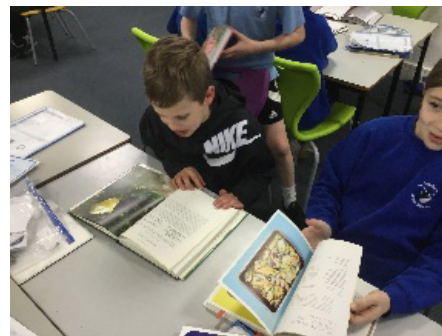


Explore Stage

Firstly, the unit started with a lesson which intended to enable our pupils to describe Greek cuisine. To do this, the children were presented with, and given time to dissect, coprolites (fossilised 'poo') which were meant to resemble those from Ancient Greek figures in order to discover what they ate. We mind mapped their findings as a class before undertaking some substantive knowledge teaching, although ensuring this remained engaging by being driven by discussion and open-questioning rather than through a teacher-led didactic lesson. Following this, the children were shown audio recordings (made using AI) of famous Ancient Greek figures describing their favourite foods. From this, children were able to determine who's 'poo' was whose.

In the following lesson, following on from a 'What did the Greeks eat?' bingo recap task, the pupils

were given the opportunity to explore the foods they had found in the coprolites by tasting these for themselves. They were encouraged to wear blindfolds, close their eyes, and smell the foods before tasting them, helping to engage all of their senses. Once all of the food items had been tasted, the children were shown the famous 'Eatwell' plate but without any images, labels or diagrams. Using expert questioning, the children were supported to come to a conclusion as to what this was showing them, before the teaching used this discussion to guide some substantive knowledge teaching about balanced diets. To give this more context, other teachers from across the school brought in their lunchboxes (full of their empty wrappers etc.) for the children to explore how healthy their lunches were, using the Eatwell plate as a guide. Finally, the children plotted the food they tasted onto their own version of the Eatwell plate, depicting how balanced the Ancient Greek diet may or may not have been.

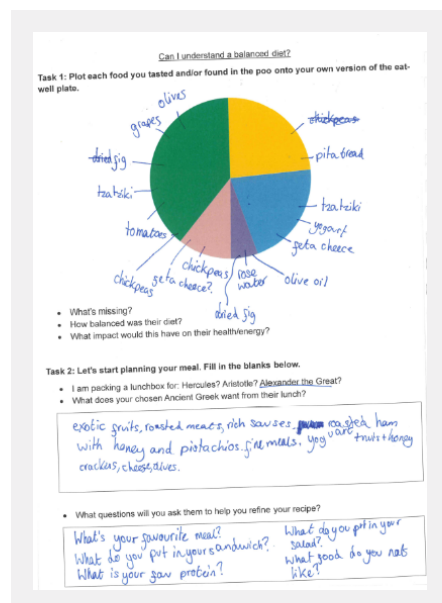


Ideate Stage

The third lesson asked children to work collaboratively to plan their own Ancient Greek lunch dish, using their chosen brief as inspiration. They had to take into account their prior explorations to ideate effectively about taste, health and balance whilst ensuring they met the needs of their chosen brief. To encourage creativity, the children were not given any template to go from so were allowed to present in their own way. Using the question: How will your Ancient Greek know how to make their lunch?' the pupils were given time to explore a range of recipe books in small groups. Before they could write their dish design as a recipe, the children were given time to follow instructions for how to make a jam sandwich. After this, we

held a 'gallery walk' to see how different everyone's sandwiches turned out. Again, using teacher-led discussion and questioning, the children could describe what makes an effective recipe. To end, children were asked to collaboratively draft a recipe for their lunch dish.

On Greek Day, children were shown the ingredients that make up a Greek salad and asked what they would make using these ingredients. Prior to this Creativity Research, we would have just told them what they would be making. When modelling how to safely use a knife, the teachers gave children time to ideate what makes effective chopping using 'false modelling'. They also held discussions about how to hygienically prepare food, incorporating their knowledge teaching within whole-class discussions.



Evaluate Stage

To end the unit, the children were asked to create a final recipe that met their Ancient Greek brief. They then had to 'pitch' these to the Ancient Greek figures themselves (teachers in costume!) who pretended to be these characters

from the past. Children had to use their speaking and listening skills to persuade their Ancient Greek to pack their designed dish into their lunchbox. To conclude, our pupils were asked to reflect on their learning and outcomes and complete a reflective evaluation.

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Impact on learning

From this unit, it was clear that children had learned a significant amount about the Greek cuisine, what makes a balanced diet, and how to follow a recipe successfully. They were also able to use knives successfully to prepare their own salad. All pupils could design dishes to meet the specific needs of their given briefs.

I believe that, in comparison to previous years, the pupils' work that resulted from this unit was more creative, novel and effective. Predominantly down to how memorable the unit was, children were able to triangulate their knowledge from History, Science and DT to create outcomes that were unique to them; everyone's work was different! Although the pupils were given three different 'briefs' to work from, without this, I believe that their outcomes would have still been novel due to the increased level of ownership they

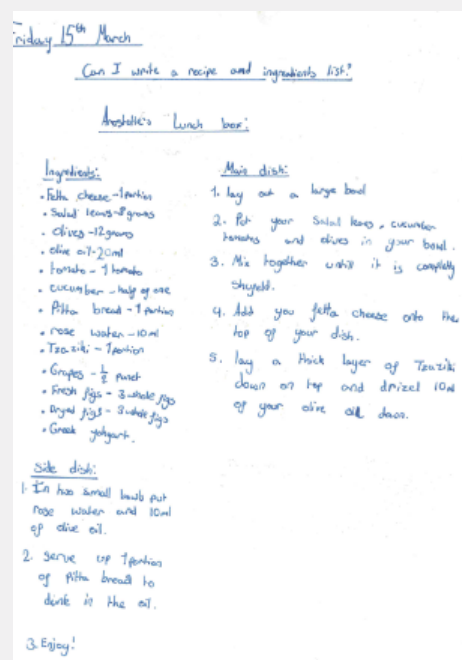
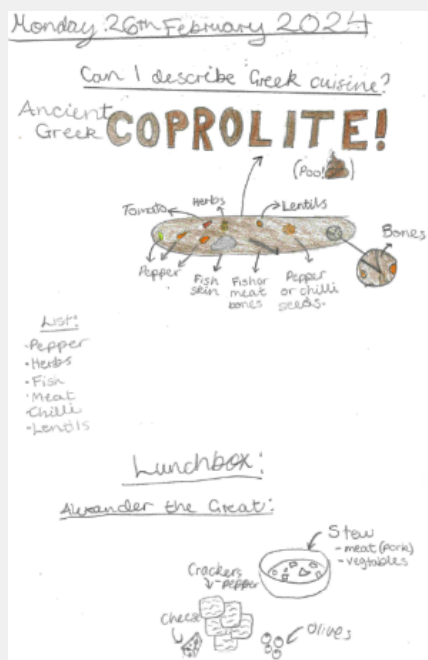
had over their learning and the increased amount of collaboration included this year.

Learner engagement was the main area where I saw improvement from previous year groups. Due to the number of pupil-led opportunities, and the fact that children had to apply their natural curiosity to the unit, I feel that this led to greater pupil engagement.

With regards to inclusivity, as children worked collaboratively (not grouped by attainment), children with SEND were particularly successful. The memorable nature of the unit also assisted these children who may struggle with working memory to retain more of the learning than they would have previously. Next time, I feel that greater challenge could be set for those working at greater depth as the collaborative nature of the unit made it more difficult to assess who was working beyond ARE.



Supporting evidence of impact



FINAL REFLECTIONS:

Overall, not only do I feel that this unit of DT was successful for pupils, I feel that our staff team also benefitted from the greater creativity included within this. We were encouraged out of our comfort zones of relying on wordy flipchart slides or videos, WAGOLLS and away from didactic, teacher-led inputs in order to allow pupils to learn for themselves, using their natural curiosity. Since this unit of DT, I have observed teachers

applying these methods across the curriculum more confidently.

Although the unit took more organisation and fore-thought, I felt that this was necessary for the outcomes that came from it. Following the creative process of explore, ideate and evaluate, as well as the creative habits, has also been helpful when planning new units of work, as has generating an enquiry question as a starting point.

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