

Loads of creative ideas for primary activities

CHOOSE

CHEESE

DESIGN AND TECHNOLOGY PACK

Fully curriculum-linked Design and Technology teaching pack for Key Stage 2



Choose Cheese

British Cheese Board Design and Technology Pack for Key Stage 2

Contents

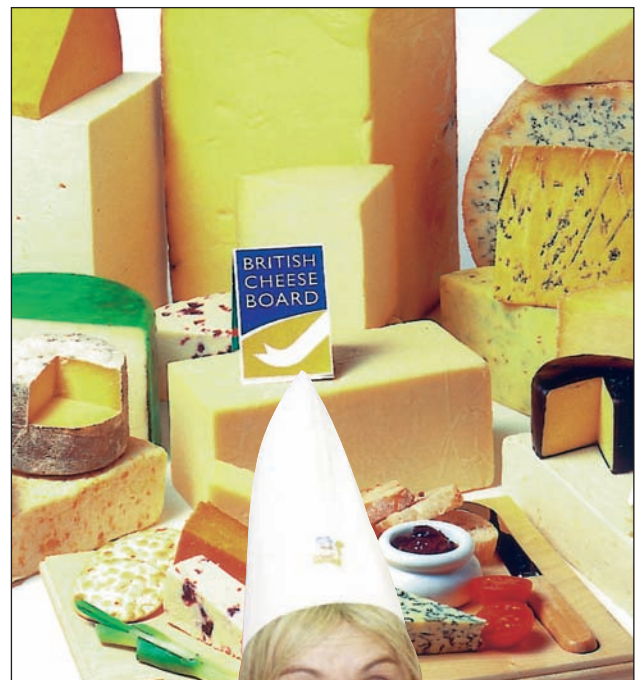
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Introduction

This pack aims to encourage children to:

- develop their knowledge, skills and understanding of Design and Technology by carrying out a variety of practical activities
- enjoy designing and making
- become aware of cheese as a source of calcium, protein and vitamin B12.

Using this pack

This pack could be used for a Design and Technology unit of work over half a term, to support ongoing work throughout the year or as the focus of activities for a Design and Technology Week. It is of relevance to classes studying food, good health or properties of everyday materials.



Section 1 outlines a number of Design and Technology activities that could be carried out with Key Stage 2 children. Each activity is referenced to the National Curriculum for Design and Technology and also includes details of the resources, key vocabulary and learning intentions. In order to maximise the use of activities year groups are not given. Instead it is hoped that teachers will see the relevance of particular activities for their classes throughout Key Stage 2. By varying the amount of teacher input the activities can be appropriate for a range of ages and abilities. This section also outlines ideas for a Design and Technology Week based on the activity 'Roll a cheese'.

Section 2 provides a number of sheets that can be photocopied. They include sheets for making designs, letters from an athlete and a pizza company

to give design briefs, and fact files on cheese. A sheet for evaluating products is also provided. This could be used for any of the making activities.

Section 3 gives further information. It includes suggestions for useful websites, a topic web that is based on cheese and a list of British cheeses by region.

A video to accompany this resource can be downloaded from the website www.britishcheese.com; the film presents the manufacturing processes of a large scale cheese maker and those of a farmhouse cheese maker. There are two 'Detective' sheets that your children can use when watching the video to enhance their understanding of the cheese-making process and the differences and similarities between the two operations. The 'Uses of cheese' PowerPoint slide that accompanies this pack shows a variety of cheeses and also products that have cheese as an ingredient. It could be used during an introduction to draw attention to the main focus of an activity. For example, when designing and making pizzas the slide could be used to discuss possible ingredients, the use of colour and presentation. When designing and making board games the children could base their illustrations on the pictures in the poster.

Safety

All the activities outlined within this pack have been trialled with Key Stage 2 children. When carrying out practical design and technology activities please follow school/area health and safety guidelines. It is also vital that teachers consult children's records and carers for information on food allergies and medical conditions before undertaking activities that include food. This is particularly important where activities involve handling, smelling or tasting foods.

The following table outlines the strands of the National Curriculum for Design and Technology that are relevant to the activities described in Section 2.



Key Stage 2 Design and Technology curriculum matrix

Design and Technology – Key Stage 2

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
	Design a pizza topping	Make a pizza	Design a marathon cheese sandwich	Making marathon cheese sandwiches	Evaluating cheese packaging	Buy my cheese, please!	Get your cheese to market	Making cheese board games	Design a non-fiction pop-up book	Make a non-fiction pop-up book	Roll a 'cheese'	Make a 'cheese'
Design												
<ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 	✓		✓		✓	✓			✓		✓	
<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	✓		✓		✓	✓	✓		✓			✓
Make												
<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately 		✓		✓				✓		✓		✓
<ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	✓		✓		✓			✓		✓		✓
Evaluate												
<ul style="list-style-type: none"> investigate and analyse a range of existing products 	✓				✓						✓	
<ul style="list-style-type: none"> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technical knowledge												
<ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures 											✓	✓
Cooking and nutrition												
<ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet 	✓	✓	✓	✓		✓						
<ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 		✓		✓								
<ul style="list-style-type: none"> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	✓	✓	✓	✓								

SECTION 1:

Design and Technology activities

A1 Design a pizza topping

Learning objectives:

Children will design pizzas to fulfil a design brief from a pizza company. They will consider the nutritional value of a variety of possible pizza topping ingredients.

Key vocabulary:

pizza, names for topping ingredients

Organisation:

Whole class

Resources:

Pizza design sheet, letter from the Party Pizza Company

Introduction:

Read the class the letter from the Party Pizza Company. Ask whether anyone has ever eaten a pizza. What was the topping made from? Did it look/taste good? As a class make a list of possible pizza topping ingredients. Encourage children to consider different types of cheese, fruit, vegetable and meat that they might wish to include and to research their nutritional values. Discuss what is meant by 'healthy, balanced topping'.

Activity:

Give each child a pizza design sheet. Re-read the letter from the pizza company to remind the class of the design brief. Explain that the class will be making pizzas the following week and that each child will have to bring from home the ingredients that they choose to use. Design the pizzas.

Plenary:

Invite children to explain their designs and to give reasons for their choices of ingredients and the way they chose to arrange them. As a class discuss which pizzas are likely to be most appealing to the pizza company.

Extension:

Use boxes from shop-bought pizzas to research the nutritional value and content of pizzas. The nutritional value of pizzas will vary considerably and it may be worth encouraging the children to look at standard pizzas and the healthy eating options that are now available.



A2 Make a pizza

Learning objectives:

Children will make pizzas following their designs for toppings.

Key vocabulary:

names for pizza topping ingredients

Organisation:

Small groups

Resources:

For each child: knife, chopping board, small pizza base, grater, container for transporting the cooked pizza home, baking tray, pizza design in a clear plastic wallet, paper plates. In addition, each child should bring in their own ingredients for the toppings. (Note: Depending upon the time available pizza bases could be made using a variety of flours.)

Introduction:

Remind children of health and safety issues for cooking. It might be advisable to bring in ready-grated cheese, or to grate the cheese for the children.

As a group look at each child's topping ingredients. Consider why they might be good for the pizza and anything that needs special instructions/has safety concerns such as how to slice a tomato or grate some cheese.

Activity:

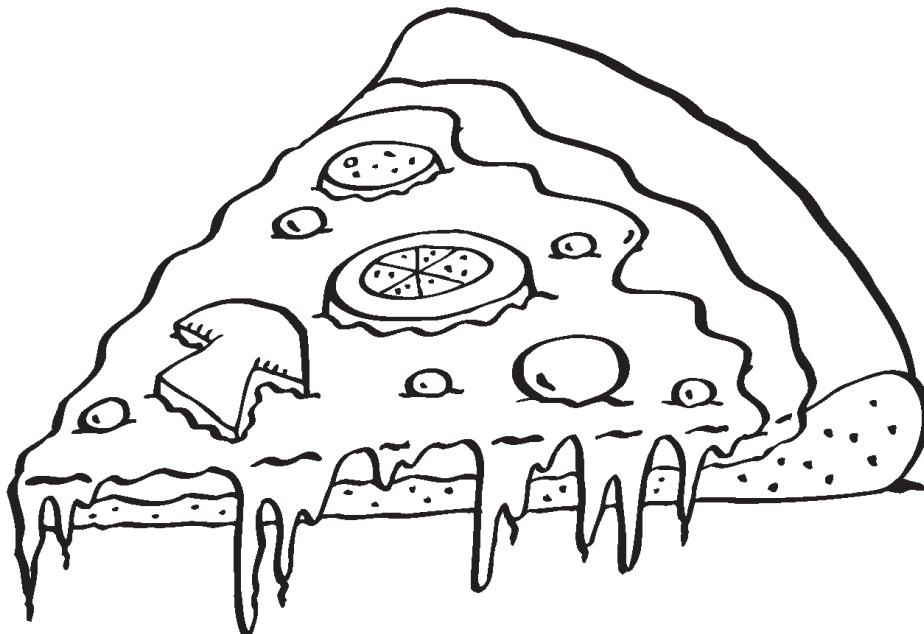
Wash hands. Encourage children to follow their designs to construct their pizzas. Involve children in clearing away cooking utensils and in preparing a place for trying the cooked pizzas.

Plenary (when the pizzas are ready to eat):

Re-read the Party Pizza Company letter. Together look at each pizza. Consider the nutritional value of the topping – does it provide a balanced meal? Is it attractive? Could it be eaten with fingers? Does it fulfil the design brief? Divide the pizzas so that each child has a small piece to taste and some to take home. As a group decide which pizza should be recommended to the pizza company.

Extension:

Take digital photos of the cooked pizzas. Use the photos within reports to evaluate the pizzas for the Party Pizza Company.



A3 Design a marathon cheese sandwich

Learning objectives:

Children will design cheese sandwiches and justify choices made for their design.

Key vocabulary:

sandwich, marathon, names for cheeses and sandwich ingredients

Organisation:

Whole class

Resources:

Letter from Martin Marathon, A4 paper, pencils, cheeses showing a variety of textures (e.g. Wensleydale, Cheddar, Edam), Cheese fact file (enlarged to A3)

Introduction:

Read the letter from Martin Marathon. Explain why marathon runners might want to eat during a race and the nutritional value of cheese sandwiches. Discuss the design brief and possible ideas. Use the Cheese fact file to identify non-crumble cheeses. Look at the example cheeses. Which could be sliced easily? Explain to the children that this activity is for fun – marathon runners do not need to eat on the go; however, people who do endurance running over several days do.

Activity:

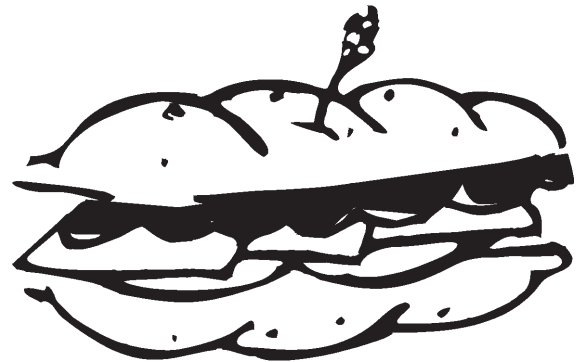
In pairs design a sandwich. Explain that the sandwiches will be made the following week and that each child will have to bring from home the ingredients that they choose to use.

Plenary:

As a class consider the designs. Do they meet the requests from Martin Marathon? What have children added to make the sandwiches moist? Which sandwich is Martin likely to choose? Why?

Extension:

When designing sandwiches a wide variety of variables can be considered including the type of bread, the shape of the sandwich, butter/margarine, added fruits/salad, sauces/dressings/chutneys. Extension will come from adding variables. In addition children could do ‘consumer surveys’ to see which ingredients people prefer.



A4 Making marathon cheese sandwiches

Learning objectives:

Children will make cheese sandwiches following their designs for fillings. They will evaluate the sandwiches according to the design brief.

Key vocabulary:

sandwich, names for ingredients and cooking utensils

Organisation:

Small groups

Resources:

Ingredients chosen by the children, sliced loaves, chopping boards, sandwich designs in plastic wallets, paper plate per child with name label

Introduction:

Remind children of health and safety issues for preparing food. Look at the group designs for sandwiches. Ask children to explain the steps they will need to take to make their sandwich. Explain to the children that this activity is for fun – marathon runners do not need to eat while running.

Activity:

Make the sandwiches.

Plenary:

Taste the sandwiches. Consider their appropriateness for Martin Marathon. Are they juicy? Does the cheese fall out?

Extension:

Write replies to Martin Marathon outlining the sandwich designs.

A5 Evaluating cheese packaging

Learning objectives:

Children will evaluate cheese packaging and generate ideas for new ways to package cheese.

Key vocabulary:

packaging, wrapper, plastic, greaseproof, foil, tamper proof, re-sealable, cheese

Organisation:

Whole class

Resources:

Block of wrapped Cheddar, examples of cheese packaging including cheese triangles in foil, wax-coated cheese, plastic wrapped blocks, cheese in plastic tubs, such as Ricotta or Mascarpone, and wooden-style boxes

Introduction:

Show children the cheeses packaged in a variety of ways. Identify the materials that have been used to wrap the cheeses. Ask why the cheeses are wrapped. Make a list of what makes good packaging for cheese. Consider things such as the ease of opening, labelling, ability to keep cheese fresh, whether it can be seen if the cheese has been opened and tampered with, whether the packaging can be re-sealed and whether the cheese can be viewed through the packaging. What information does the packaging give about the cheese? Ask the children to consider what else might be useful for the customers, for example the historical origins of the cheese, where it is made, how to serve the cheese, what it is best used for, drinks that would go with the cheese, etc.

Activity:

Design packaging for a new cheese (children to decide on type/flavour). Encourage children to consider the needs for good packaging, the type of material that might be used and the appearance. Challenge them to design packaging that keeps cheese fresh whilst at the same time is easy to open.

Plenary:

Discuss the designs. Ask children to give reasons for their designs. Encourage them, also, to give reasoned thought to evaluating peers' designs.

Extension:

Make the packaging including the labels.

A6 Buy my cheese, please!

Learning objectives:

Children will make posters to advertise new cheeses.

Key vocabulary:

poster, advertise, persuade

Organisation:

Whole class

Resources:

Word processor, designs for cheese packages, A3 paper, felt pens, crayons

Introduction:

Remind children of the activity to evaluate cheese packaging. Show some of the children's designs. Ask them to describe which cheese the package is for and why people might want to buy the cheese, including health reasons such as cheese being a source of calcium, protein and vitamin B12. Explain that they are going to make posters to advertise the cheeses. Talk about what makes a good poster (e.g. eye catching, persuasive, clear writing). Ask the children to think about who they are designing the poster for, and where would be the best place to display their poster.

Activity:

Make posters using ICT as appropriate.

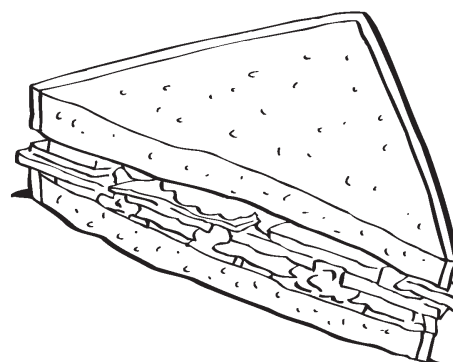
Plenary:

Display the posters. View the posters from a distance. Encourage children to evaluate which posters would encourage people to look at them and to buy cheese.

Extension:

Make posters that are waterproof and could be left outside in all weathers. The posters could be laminated or wrapped in cling film.

Make and record adverts for cheese to play on the radio.



A7 Get your cheese to market

Learning objectives:

Children will design a board game about making and marketing cheese.

Key vocabulary:

board game, rules, rennet, ingredients

Organisation:

Whole class

Resources:

'Uses of cheese' PowerPoint slide, examples of board games, Making Cheese fact file, video, game track activity sheet enlarged to A3 size

Introduction:

Ask children to describe board games that they enjoy playing. Talk about features that help to make games enjoyable/exciting/interesting/informative. Explain that the British Cheese Board would like the class to design and make board games that will explain how cheese is made and, also, how it ends up at shops and/or markets. Use the 'Making cheese fact file' and video to introduce children to the cheese-making process. As a class, make a list of the kinds of facts that would be useful to include in the game and also the types of hazard that could occur to hamper the making or marketing processes. Examples include: no rennet, cheese moulds unavailable, foot and mouth disease outbreak, transport strike, road blocked, cheese maker ill, no packaging or labels available.

Activity:

Show children the game track. Explain that it could be used as the basis for the game board. Ask children to work in pairs to sketch out ideas for the board and to discuss the rules for the game. Encourage children to list the resources they will need to make the games, such as pens in particular colours, dough for making counters, etc.

Plenary:

Share ideas. Help the children to be constructively critical and to respect peers' opinions.

Support:

Design a game for either the making of cheese or the marketing process.

A8 Making cheese board games

Learning objectives:

Children will make board games about making and marketing cheese.

Key vocabulary:

board game, rules

Organisation:

Whole class

Resources:

Materials within the children's designs. (Note: Where schools have limited resources, ones that may be used should be shown to the children before the design activity takes place.)

Introduction:

Remind children of the purpose of the board games. Check that they have the resources they need to make the games.

Activity:

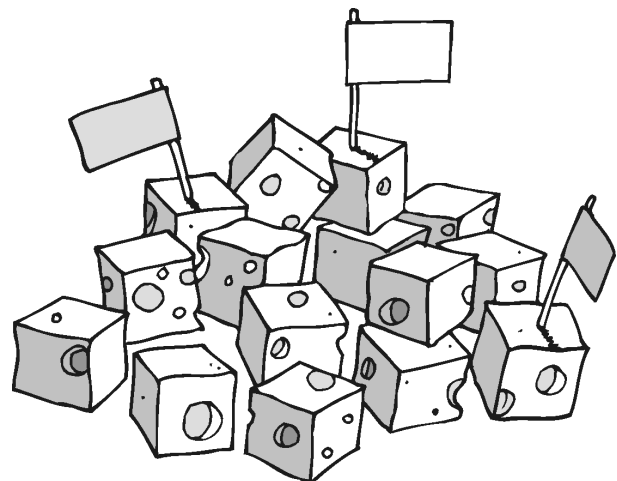
Make the games.

Plenary:

Play the games. Encourage children to evaluate whether the games inform people about the production and marketing of cheese, how enjoyable/easy they are to play and whether the rules work.

Extension:

Modify the games in the light of the trial.



A9 Design a non-fiction pop-up book about cheese

Learning objectives:

Children will design non-fiction pop-up books about cheese, for use in Key Stage 1, using a range of resources to access information for the text.

Key vocabulary:

non-fiction, illustrations, author, text, pop-up

Organisation:

Whole class

Resources:

Examples of pop-up books and non-fiction books, design sheet, 'Making Cheese video from www.britishcheese.com,' 'Cheese Detective' sheet, 'Uses of cheese' PowerPoint slide, fact sheets on cheese

Introduction:

Briefly show the children examples of non-fiction and pop-up books. Explain that they are going to make pop-up books about cheese for Key Stage 1 children. Demonstrate how a simple pop-up can be made. Tell the children that the facts they choose to write in their books can come from the video they are about to watch and/or the cheese fact sheets.

Activity:

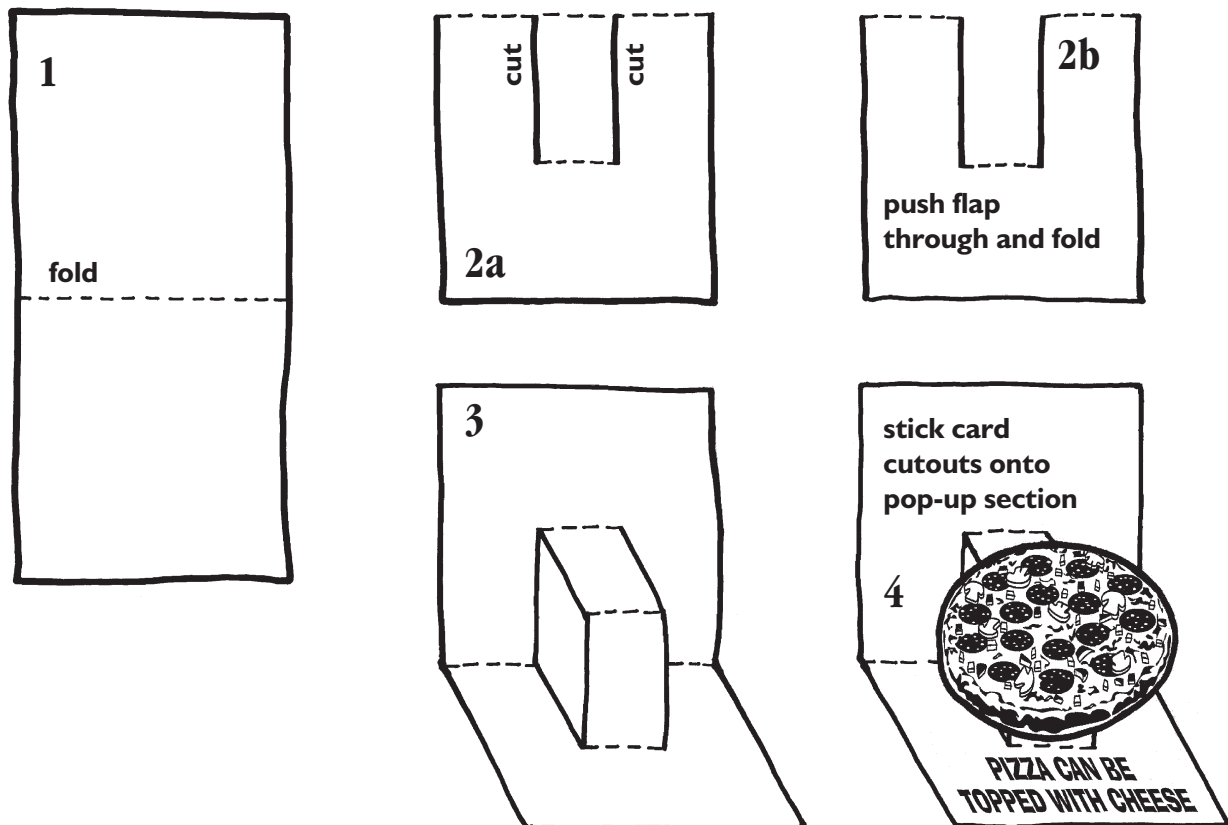
Watch the video. Encourage children to use the 'Cheese Detective' sheet for note taking. Ask children to make initial plans for their pop-up books on the design sheet.

Plenary:

Discuss the video. What did the children learn about cheese? What did they think of the video?

Extension:

Use the Internet for further research about cheese.



A10 Make a non-fiction pop-up book about cheese

Learning objectives:

Children will make non-fiction pop-up books about cheese for use in Key Stage 1.

Key vocabulary:

non-fiction, illustrations, author, text, pop-up

Resources:

A4 sized card, scissors, glue, crayons, designs, access to ICT

Introduction:

Remind the children how to make a simple pop-up.

Activity:

Make the pop-up books. Word process the text encouraging children to experiment with font styles, sizes and colours. (Depending upon the detail the making of the books is likely to require several sessions.)

Plenary:

Share the books with a Key Stage 1 class.

Extension:

Review the books in the light of the sharing with Key Stage 1 children.



A11 Roll a 'cheese'**Learning objectives:**

Children will investigate which 3-D shape travels the furthest when released down a ramp.

Key vocabulary:

cube, sphere, cylinder, cuboid, cone, triangular prism

Organisation:

Whole class

Resources:

Set of solid shapes including a cube, a sphere, a cylinder, a cuboid, a cone, and a triangular prism (for fair testing the shapes should have approximately equal masses); a ramp

Introduction:

Tell the class that in some parts of the country cheese rolling festivals take place/used to take place. In the town of Stilton on May bank holidays teams of four people have to roll pretend cheeses (telegraph poles cut to the shape of a Stilton cheese and painted), down the main high street. Other festivals have used real cheeses for rolling down steep hills. Explain that the school is going to have its own Cheese Rolling Festival. Each class will have to make something that looks like a cheese and that will travel when released down a ramp. The winning class will have the 'cheese' that looks realistic and travels the furthest.

Activity:

Release each 3-D shape down the ramp. Observe how it travels. Which one travels the furthest, in a straight line? Which shape looks most like a cheese?

Plenary:

As a class decide which shape to use for the Cheese Rolling Festival. Make a list of materials that the class cheese could be made from.

Extension:

Research Cheese Rolling Festivals on the Internet.

A12 Make a 'cheese'**Learning objectives:**

Children will make a 'cheese' for a Cheese Rolling Festival.

Key vocabulary:

roll, festival, cheese

Organisation:

Whole class

Resources:

Materials suggested by children during the 'Roll a cheese' activity, a ramp

Introduction:

Remind children of the ideas they came up with during the 'Roll a cheese' activity. Show them the ramp that will be used for the school festival. (Note: The ramp must remain at the same height for all classes.) Remind the children that the 'cheeses' will be judged for their appearance and the distance that they travel.

Activity:

Ask children in pairs to make a cheese. Encourage them to test their 'cheeses' out on the ramp before making changes.

Plenary:

As a class choose the three 'cheeses' that look most realistic. Test these on the ramp to find the one that consistently travels the furthest.



Design and Technology Week

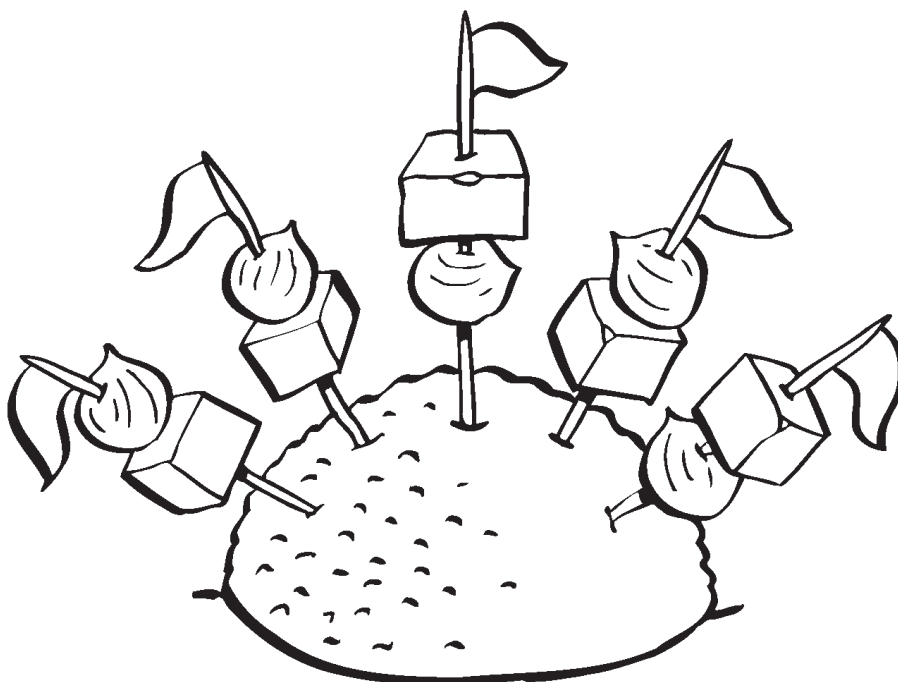
A simple Design and Technology Week could be based around the 'Roll a cheese' and 'Make a cheese' activities.

In the week prior to the Design and Technology Week involve the children in researching key inventors including both past and present day people and inventions. Possibilities for people include: Louis Braille (Braille alphabet for blind people); Clive Sinclair (Pocket calculator); Charles Babbage (Computer); James Dyson (Dyson vacuum cleaner without a bag); Roland Hill (Penny postage); Alexander Flemming (Penicillin); Sir Alexander Graham Bell (Telephone).

Begin with an assembly to launch Design and Technology Week. Remind the children of the cheese rolling activity and that on the Friday there will be a competition between classes to see which cheese will travel the furthest down a ramp. Talk about the importance of using materials wisely and the fact that small things can make a great difference. Talk about an inventor and the use of his or her invention. Continue with assemblies on inventions for the Tuesday to Thursday using the ideas researched by the children.

Hold the cheese rolling competition on the Friday. Invite a Design and Technology teacher from a local secondary school and, if possible, a cheese producer to act as judges. Entries should be judged for both their appearance and the way that they travel. For the end of the school day display the classes' entries and things such as the posters and the pop-up books for parents to view. If time allows, involve the children in making refreshments such as pizzas and cheese sandwiches.

Every year the Design and Technology Association (DATA) runs a week of Design and Technology activities nationwide; it may be worth checking their website for details (given in Section 3) of how you can become involved. You can also visit the Design and Technology annual show, usually held at the National Exhibition Centre (NEC) in Birmingham. The show is co-ordinated by the International Craft and Hobby Fair Ltd (ICHF) and their website (details given in Section 3) will give you all the information that you need.



Party Pizza Company

Dear Pizza Designers,

The Party Pizza Company is keen to purchase designs for new pizzas that:

- * could be eaten with fingers at parties;*
- * give toppings that provide a healthy balance;*
- * are attractive to look at;*
- * taste delicious.*

Please help! Use the pizza design sheet. Make a list of the ingredients that we will need. Show how they should be placed to encourage people to taste the pizzas. Try out your designs to make sure that they work!

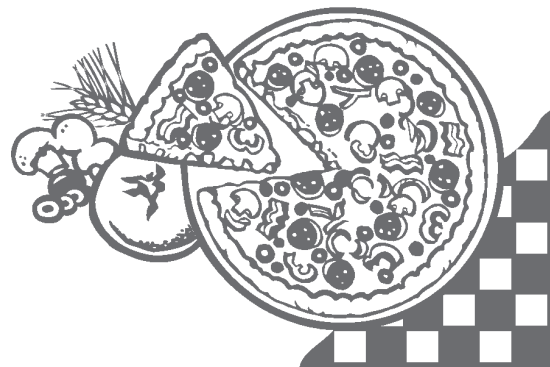
Good luck!

Best wishes and many thanks,

Peter Pizza

Peter Pizza

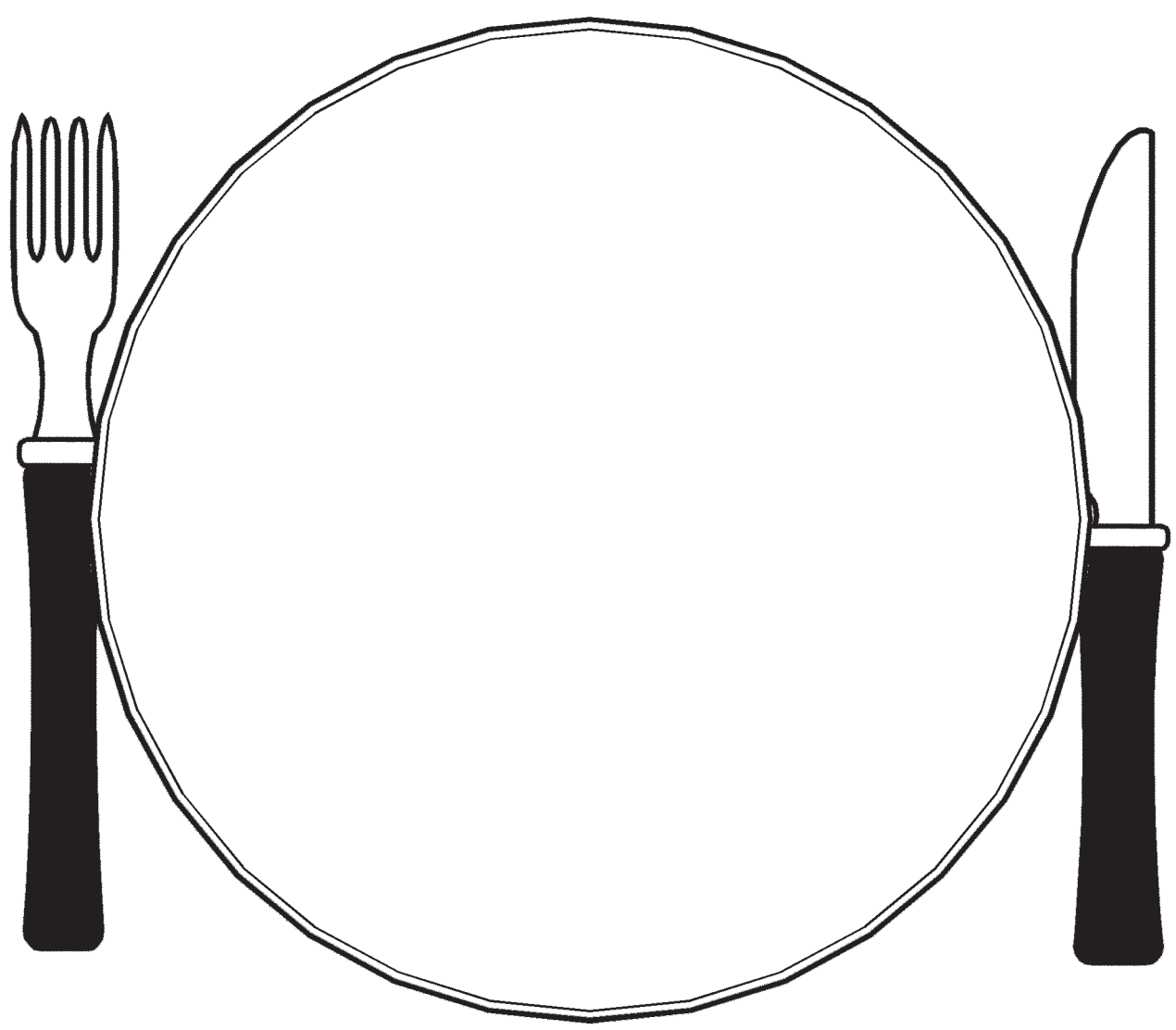
*(Managing Director for the
Party Pizza Company)*



Design

SECTION 2: **Photocopiable**

Party Pizza designed by



Ingredients:
.....
.....
.....
.....

Design

SECTION 2: **Photocopiable**

Race Castle
Track Lane
Athleborough
Links



Dear Designers,

I am a world-class athlete. I really enjoy running marathons. During these races I sometimes eat cheese sandwiches. The trouble is that when you are running it can be difficult to eat grated cheese, and some cheeses, even when they have not been grated, are very crumbly. Please help me to find a cheese sandwich that I could eat when I am running.

I would like the sandwich to have:

- * tasty bread;*
- * cheese that does not crumble;*
- * something added to make the sandwich juicy.*

Please send me your ideas.

Thank you!

Best wishes,

Martin Marathon

Martin Marathon (Mr)

Fact file

SECTION 2: Photocopiable

Making cheese fact file

Although there are many different cheeses most cheeses are made using the same process. By making slight changes to one or more of the stages in the process different cheeses can be made.

Cheese is made from milk. Different breeds of cattle produce different flavours of milk. The flavours are also affected by what the cattle eat. Cheese can also be made from the milk of animals such as goats and sheep.

The first stage in the cheese-making process is to pasteurise (heat treat) the milk to kill harmful bacteria, then the milk is pooled in a large container (vat). If the cheese is to be coloured, dye may be added. Annatto is a natural dye that is often used.

The next stage is to produce curds. A starter mixture that contains bacteria is

added to the milk. This changes the sugars that are in the milk into lactic acid. Later either rennet or a non-animal rennet is added and curds form.

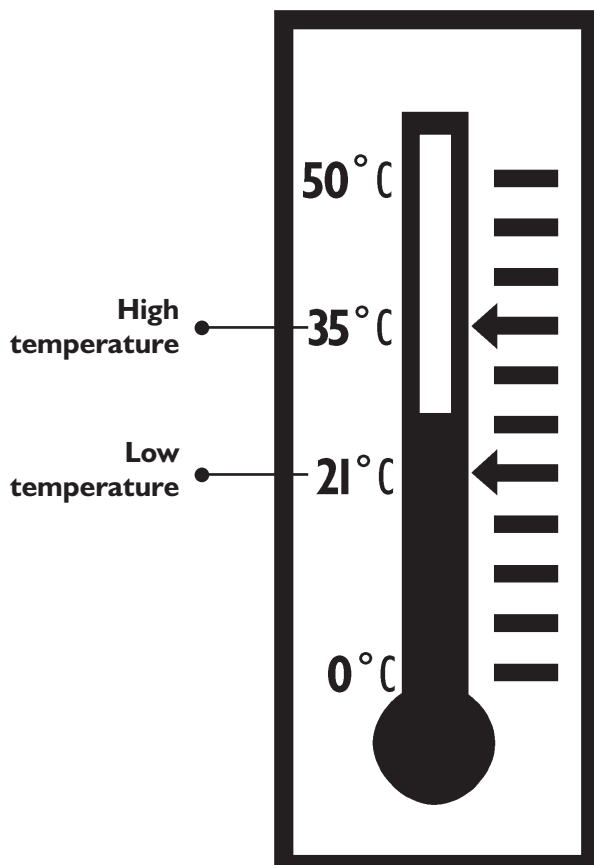
Different temperatures are used at this stage to make different types of cheese. Soft cheeses are made from soft curds and these are formed at lower temperatures. Higher temperatures are used to make semi-hard cheeses. Hard cheeses such as Cheddar need curds formed at medium temperatures.

After the curds are formed they are cut to release the whey. The curds for hard cheeses such as Cheddar are cut many times so that a lot of liquid can be taken away. The curds for softer cheeses will hardly be cut at all. As well as cutting them, some cheese makers may heat the curds.

At the next stage the curds are then milled into small pieces, salt is added and then the curds are put into moulds. The moulds are made from materials such as stainless steel, plastic and cheesecloth. The holes allow further whey to drain away. Some cheeses are also pressed at this stage to make them firmer. Most cheeses will be wrapped or bandaged to stop them drying out.

The final stage is called ripening or maturing. Cheeses are left in rooms where the temperature and the humidity can be carefully controlled. (Humidity is the amount of moisture present in the air.) The taste of a cheese will be affected by the length of time it is left to ripen. Cheese makers carefully check the colour, shape, smell and texture of the cheeses as they ripen. Some also check the sound of the cheeses.

When the cheeses are ready to be eaten they are either sold immediately or coated. Wax, foil, paper, plastic and cloth have all been used to protect cheeses.



Fact file

SECTION 2: Photocopiable

Cheese fact file

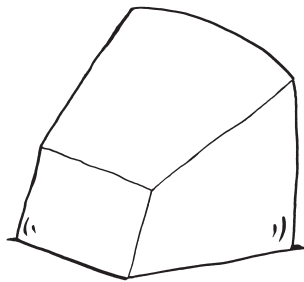
There are over 400 cheeses made in Britain. Many others are made around the world. The following table gives features of popular cheeses.

<i>Cheese</i>	<i>Notable features</i>
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Caerphilly	<ul style="list-style-type: none">● white, crumbly, mild cheese with delicate, slightly salty, acidic taste● used to be popular with Welsh miners who found eating it an ideal way to replace salt lost through sweat
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Mild Cheddar	<ul style="list-style-type: none">● matured for up to three months● soft texture and smooth creamy taste
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Medium Cheddar	<ul style="list-style-type: none">● matured for between 5 and 6 months● smooth creamy texture
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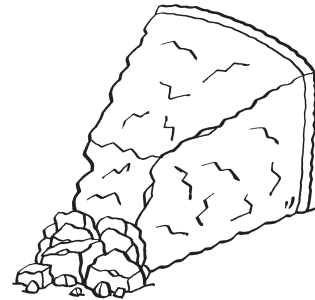
West Country Farmhouse Cheddar	<ul style="list-style-type: none">● protected-name cheese made to a traditional recipe only in Cornwall, Devon, Somerset and Dorset● 13 registered farmhouse makers● matured for at least nine months● firm texture and distinctive flavours that vary between farms
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Mature Cheddar	<ul style="list-style-type: none">● firm silky texture● typically matured for nine to 12 months
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Double Gloucester	<ul style="list-style-type: none">● traditionally made in a wheel shape with a thick rind for use in cheese rolling ceremonies● originally coloured with saffron or carrot juice; today coloured with annatto, a vegetable dye● smooth, buttery texture with mellow, creamy flavour● matured for three to four months
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<i>Cheese</i>	<i>Notable features</i>
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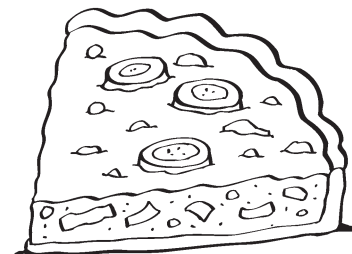
White Cheshire	<ul style="list-style-type: none">● Cheshire cheese is mentioned in the Domesday Book● made in Cheshire since Roman times – one of Britain's oldest cheeses● milky and slightly sharp flavour in young cheese gives way to a more rounded taste as it matures● slightly crumbly, silky texture
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Coloured Cheshire	<ul style="list-style-type: none">● similar texture and taste to White Cheshire but coloured by adding annatto
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Blue Stilton	<ul style="list-style-type: none">● semi-hard, strong-smelling cheese● has Protected Designation of Origin status (this means it has to be made to a specified recipe and can be produced only in specified areas)● matured for nine to 15 weeks
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Red Leicester	<ul style="list-style-type: none">● traditionally made in a wheel shape● rich russet colour produced by the addition of annatto● flaky texture● matured for three to four months
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Wensleydale	<ul style="list-style-type: none">● moist, crumbly, flaky texture● matured for one to three months● traditionally eaten with fruit cake and apple
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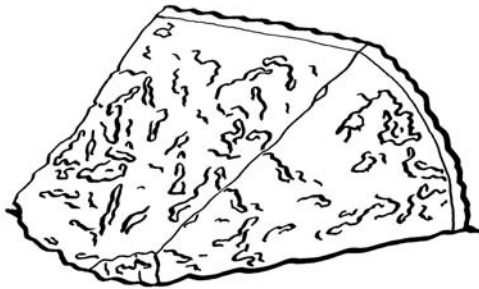
Fact file

SECTION 2: Photocopiable

Cheese Lancashire

Notable features

- crumbly Lancashire – bright white in colour with a slightly sharp taste and a crumbly texture ideal for crumbling into salads and sandwiches
- traditional Lancashire – slightly mottled appearance due to being made from a mixture of several days' curd; creamy texture and strong tangy flavour is achieved through maturing for up to nine months (sometimes known as creamy Lancashire)



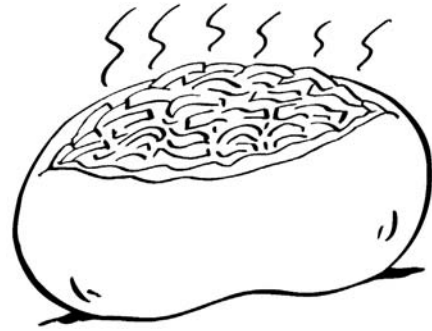
Gouda

- often dipped in wax to prolong its shelf-life
- matured from one month to two years
- smooth texture
- a springy cheese, similar in texture to Edam, which slices well

Cheese Edam

Notable features

- matured for six to eight weeks
- known for red wax coating



Brie

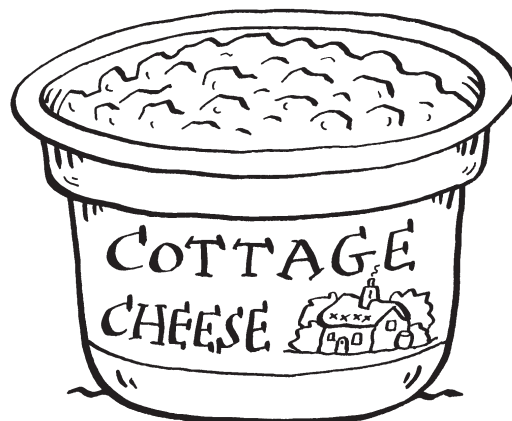
- soft cheese with white edible mould coating
- creamy and firm when young, turning runny and sometimes pungent as it matures

Mozzarella

- fresh soft cheese with springy texture
- widely used as a pizza topping
- it is the second most popular cheese in the UK after Cheddar

Parmesan

- pale, straw-coloured cheese
- strong flavour
- gritty, dry texture
- widely used in cooking for seasoning



Design

Designer

Design a non-fiction pop-up book about cheese for children in Key Stage 1

The form is a large rectangle divided into four quadrants by a vertical solid line and two horizontal dashed lines. A grey shaded area is present at the top and right edges of the grid.

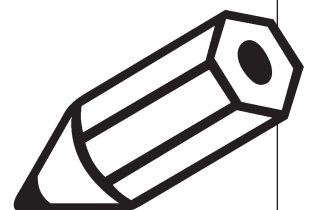
Design

Designer

I have made a

I really liked

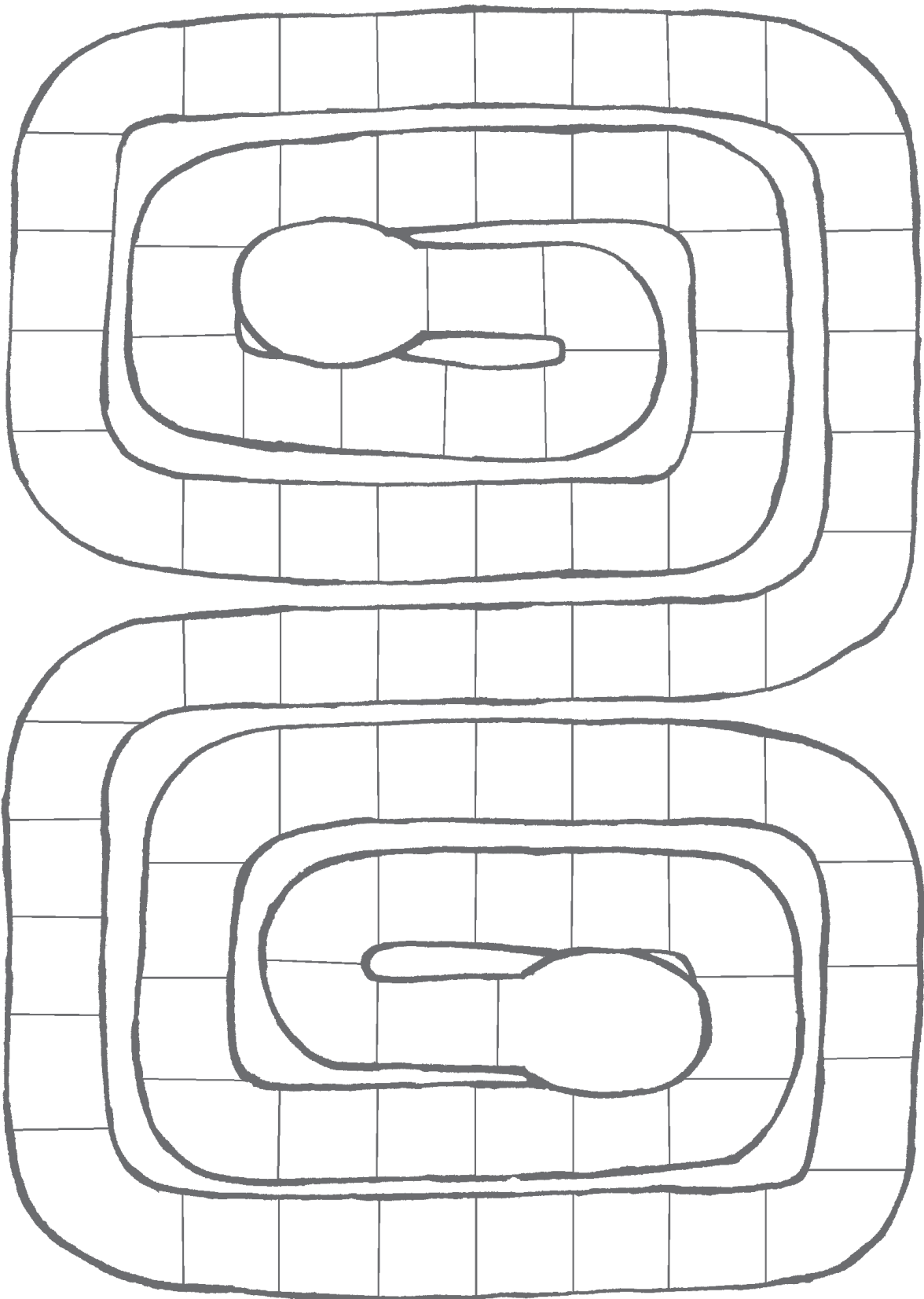
Next time I might



Get this cheese to market!



SECTION 2: **Photocopiable**



Be a Cheese Detective

Name

Watch the video and answer the questions on the two detective sheets

The milk from which animals can be used to make cheese?

What are curds?

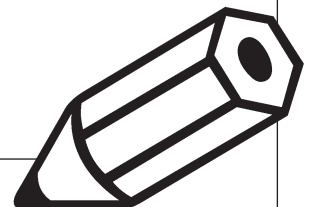
What is whey?

When cheese is made why is the milk heated sometimes?

What do cheese makers check when cheeses are left to ripen?

Are the same steps in the cheese-making process followed in the factory and the farm?

What are the main differences in the method of manufacture in the factory and on the farm?



Be a Cheese Detective

Name

What differences might you expect to find in the finished product?
Think about:

shape

flavour

consistency of flavour

ease of cutting for supermarkets

amount of wastage (bits you can't eat)

Do you think there will be a difference in the price of the two types of cheese?
Why?

Why is cheese a useful food to eat?

How can eating cheese help to prevent tooth decay?



What else have you found out about cheese?

Empty rounded rectangular box for writing the answer to the question in the speech bubble.

SECTION 3:

Further information

The 'topic web' below shows further ideas for activities based on cheese. It is hoped that schools that have enjoyed using the activities within this pack will also enjoy using those published for Geography, Science, and Personal, Social and Health Education.

Useful websites

British Cheese Board: www.britishcheese.com

British Nutrition Foundation:
www.nutrition.org.uk

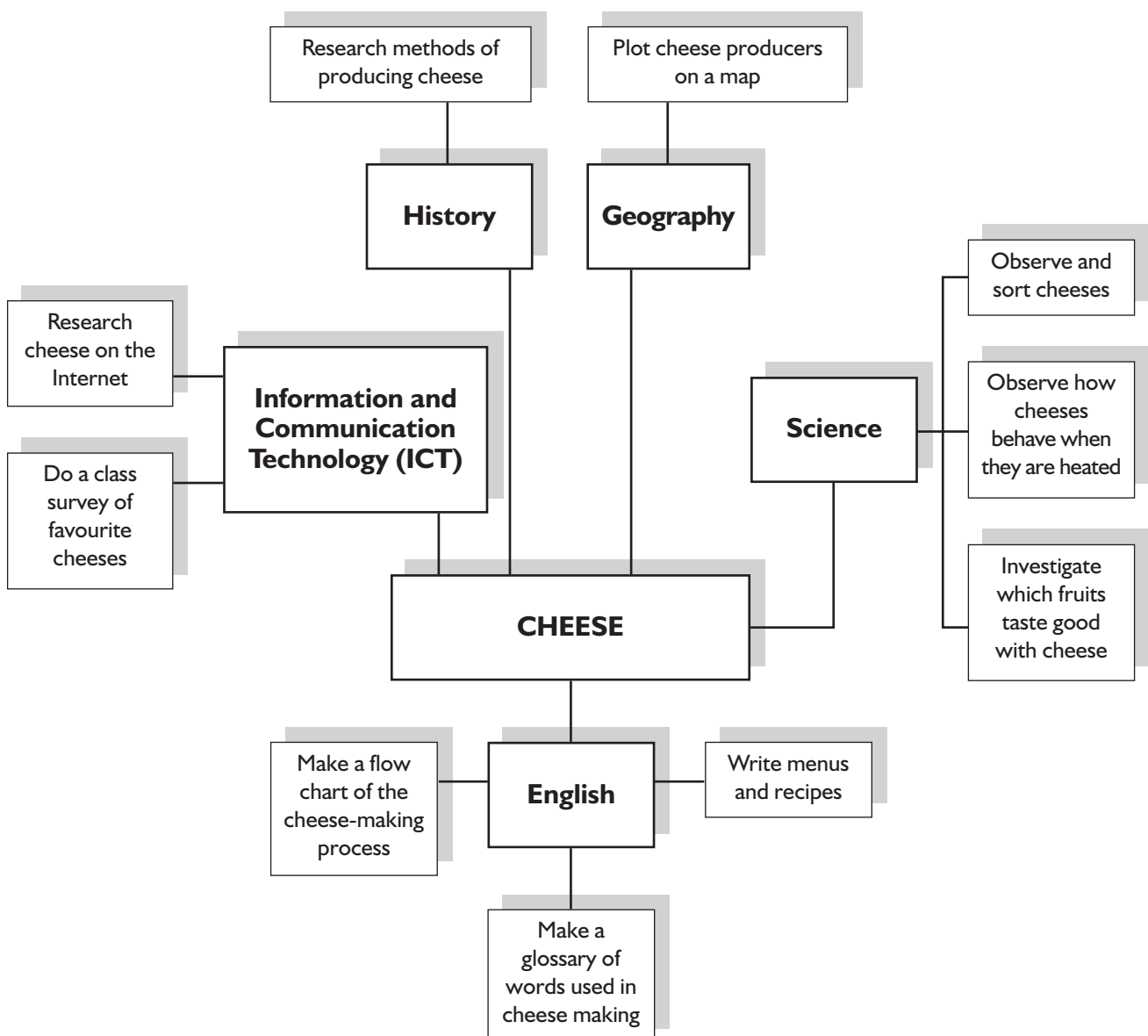
Dairy Council Northern Ireland:
www.dairycouncil.co.uk

Dairy Council: www.milk.co.uk

DATA: www.data.org.uk

National Osteoporosis Society: www.nos.org.uk

Vegetarian Society: www.vegsoc.org



Key British cheeses by region

ENGLAND

Cheshire

Cheshire, Caerphilly, Lancashire, Wensleydale, Red Leicester, Double Gloucester, Derby, Sage Derby and various regional specialities

Cornwall

All the Cheddars, Leicester, Double Gloucester, Cornish Brie, Cornish Yarg and various regional specialities

Cumbria

All the Cheddars and various regional specialities

Devon

All the Cheddars, Leicester, Double Gloucester and various regional specialities

Derbyshire

White Stilton, Blue Stilton, Buxton Blue, Dovedale, are all Protected names and may be made in Derbyshire but at the time of writing none of these cheeses are being made in the county.

Dorset

West Country Farmhouse Cheddar and various regional specialities

Gloucestershire

Single and Double Gloucester and various regional specialities

Lancashire

Crumbly Lancashire, Traditional Lancashire, Blue Lancashire, Caerphilly, Wensleydale, Cheshire, Double Gloucester, Leicester and various regional specialities

Leicestershire

White Stilton, Blue Stilton, Blended cheeses, Leicester Gold, Shropshire Blue, Blue Vinney and various regional specialities

Nottinghamshire

White Stilton, Blue Stilton, Blended cheeses, Shropshire Blue and various regional specialities

Northumberland

Northumberland and various regional specialities

Somerset

West Country Farmhouse Cheddar, Somerset Brie, Somerset Camembert and various regional specialities

Shropshire

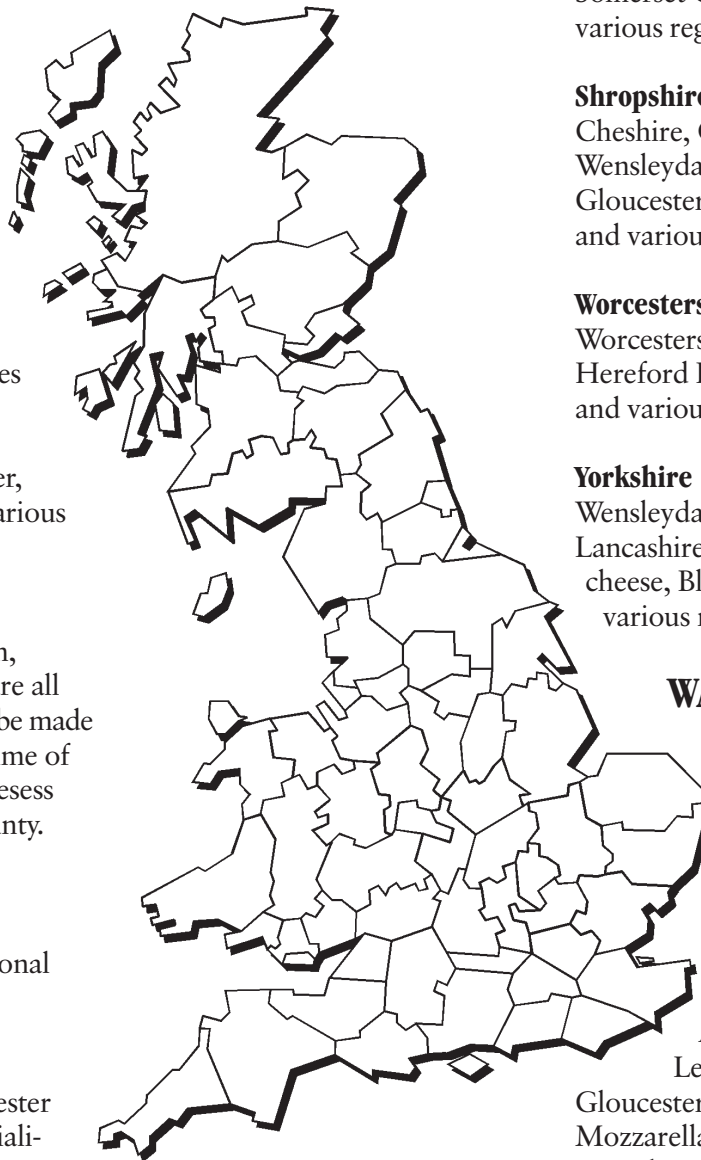
Cheshire, Caerphilly, Lancashire, Wensleydale, Cheddar, Double Gloucester, Red Leicester, Derby and various regional specialities

Worcestershire

Worcestershire Gold, Malvern, Hereford Red, Hereford Hop and various regional specialities

Yorkshire

Wensleydale, Caerphilly, Lancashire, Cheshire, Blended cheese, Blue Wensleydale and various regional specialities



WALES

All the Cheddars, Leicester, Double Gloucester, Blended cheese, Mozzarella and various regional specialities

SCOTLAND

All the Cheddars, Leicester, Double Gloucester, Scottish Brie, Mozzarella and various regional specialities

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CHOOSE CHEESE

DESIGN AND TECHNOLOGY PACK

This pack aims to encourage children to:

- develop their knowledge, skills and understanding of Design and Technology
- enjoy carrying out a variety of Design and Technology activities
- enjoy designing and making
- become aware of cheese as a source of calcium, protein and Vitamin B12.

