

# CURRICULUM ROAD MAP

<b>Subject</b>	Food and Nutrition	<b>Year / KS</b>	Year 8
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## INTENT

- **At the Whitehaven Academy the aim of Food Preparation and Nutrition is to equip students with the knowledge and skills to be successful individuals who can prepare and cook food with an embedded understanding of nutrition** improving the health of our community and nation as a whole, giving our students the life skills they need.
- **It will develop our students to appreciate and respect their own personal views and the views of others.** Through lessons students will become curious yet informed when preparing dishes for target markets, whilst looking closely at diet and health and will be provided with hands on experience to enable them to do this. Transferable skills such as analysing, debating and evaluating will all be practiced here as well as planning, organisation and team work.
- **The curriculum gives the students the freedom and opportunity to become ambitious learners** who understand food preparation techniques and skills and can apply them to a repertoire of dishes.
- **Students will learn about food safety when planning, preparing and presenting dishes creatively** in order for students to cater for themselves and others in a variety of ways, in accordance to food hygiene standards and regulations.
- **Students will learn about Food, nutrition and health outside of their own experience**, this will be sequenced through their KS3 curriculum and they will develop their understanding of the world's diversity in relation to food and cuisines.
- **Students will develop a global 'open mindedness' so that they can resiliently challenge and understand the fluidity of key ideas and concepts.** In their lessons, students will view the world objectively and go beyond their everyday experience.

Alongside this, students will develop their cultural capital and use this to help them lead a long and healthy life in which they can succeed and achieve. Students are thinking forwards and interpreting the world they live in today and the future.

<b>IMPLEMENTATION</b>	<b>IMPACT</b> - See Key Learning Indicators
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Students will complete a series of 12 lessons across the course of a twelve week period. This will provide 24 hours of learning in double lessons and will include practical tasks every week. The unit in year 8 is titled "You are what you eat" is related to healthy eating guidelines nutrition which gives students the opportunity to build on knowledge from year 7 alongside ....

Students will develop their preparation skills and also their cooking techniques and explore avenues which are challenging but provide opportunities for all to succeed when making and reflecting upon dishes independently.

Students will complete a number of reflection tasks to evaluate their skill development which is directly in line with GCSE requirements, preparing them for a smoother transition into KS4.

**During this key stage the following aims will be met:**

- Students will develop their knowledge and understanding of ingredients and healthy eating;
- Students will develop food preparation and cooking techniques;
- Students will develop their knowledge of consumer food and drink choice;
- Students will be able to apply their knowledge to make informed choices;
- Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Students will evaluate and test their ideas and products and the work of others.

**Students will be assessed throughout the year against the Key Learning Indicators**

1	2	3	4	5	6	7	8	9
Creative problem solving and use of maths	Health and Safety	Critical thinking	Quality preparation, research and planning	Quality communication	Quality of outcomes through use of specialist technical principles	Use of technical terminology	Sustainability	DT in context

1. **Creative problem solving and use of maths-** Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." **KLI1**
2. **Follow Health and Safety-** Students can demonstrate an awareness of safe working practices **KLI2**
3. **Critical thinking-** Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. **KLI3**
4. **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. **KLI4**
5. **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. **KLI5**
6. **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. **KLI6**
7. **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. **KLI7**
8. **Sustainability-** Students show an understanding of origins of materials and the associated environmental impact. **KLI8**
9. **DT in context-** Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. **KLI9**

**Students will complete the following practical lessons:** fruit salad, pizza faces, fruity crumble, spaghetti bolognese, bread, Christmas biscuits, soup, Chinese noodle dish, kebabs, scones, small cakes, chocolate cake/Gingerbread, and pasta/rice salad.

### English:

#### Reading

Students will be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

#### Writing

Students should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Students should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

#### Grammar and vocabulary

Students should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

#### Spoken English

Students should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

### Mathematics

#### Number

Students should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

#### Ratio, proportion and rates of change

Students should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

#### Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

#### Science:

##### Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

##### Energy

- comparing energy values of different foods (from labels) (kJ).

#### PSHE: (non-statutory) Health and well-being

what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting); what might influence their decisions about eating a balanced diet.

#### DT National Curriculum Coverage

Students should be taught to

##### Design

- ♣ use research and exploration, such as the study of different cultures, to identify and understand user needs
- ♣ identify and solve their own design problems and understand how to reformulate problems given to them
- ♣ develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- ♣ use a variety of approaches to generate creative ideas and avoid stereotypical responses
- ♣ develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

##### Make

- ♣ select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- ♣ select from and use a wider, more complex range of materials, components and ingredients, considering their properties

##### Evaluate

- ♣ analyse the work of past and present professionals and others to develop and broaden their understanding
- ♣ investigate new and emerging technologies
- ♣ test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups
- ♣ understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologist's Technical knowledge
- ♣ understand and use the properties of materials and the performance of structural elements to achieve functioning solutions

- ♣ understand how more advanced mechanical systems used in their products enable changes in movement and force
- ♣ understand how more advanced electrical and electronic systems can be powered and used in their products
- ♣ apply computing and use electronics to embed intelligence in products that respond to inputs and control outputs, using programmable components

**Cooking and Nutrition NC guidance - Key knowledge and Skills**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Students should be taught to:

- ♣ understand and apply the principles of nutrition and health
- ♣ cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- ♣ become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- ♣ understand the source, seasonality and characteristics of a broad range of ingredient

**CONTENT MAP**

Topics covered throughout the term

<b>Autumn Term</b>	You are what you eat	
<b>Spring Term</b>	You are what you eat	
<b>Summer Term</b>	You are what you eat	

KEY LEARNING INDICATORS		YEAR 8 SUCCESS CRITERIA
1	<b>Creative problem solving and use of maths</b>	Students can use problem solving and maths in lessons but may need some support
		Students use problem solving and maths effectively in lessons and need very little support
		Students use complex problem solving and maths in lessons and need no support
2	<b>Follow Health and Safety</b>	Students are mainly safe in the classroom / workshop but you have to be reminded how to be safe
		Students work safely in the classroom / workshop and do not have to be reminded how to be safe
		Students work extremely safe in the classroom / workshop and you are able to identify and report potential hazards
3	<b>Critical thinking</b>	Students complete some analysis with only a few basic explanations of how the design could be improved
		Students complete a good analysis is completed with a good explanation of how the design could be improved
		Students produce an excellent analysis with a very detailed explanations of how the design could be improved
4	<b>Quality preparation, research and planning</b>	Research has limited detail. The plan of making has some steps missing
		Research has some good detail. The plan of making covers all steps but could include more detail
		Research has excellent detail. The plan of making covers all steps in lots of detail
5	<b>Quality communication</b>	Students are able to communicate with other students and teachers with some clarity
		Students are able to clearly and effectively communicate with students and teachers
		Students are able to communicate effectively with students and teachers with excellent clarity

	6	<b>Quality of outcomes through use of specialist technical principles</b>	Some parts of the product are made to a good standard but there are some errors and/or parts missing
			The product is made to a good standard and there are no errors and/or parts missing
			The product is made to a very high standard and there are no errors and/or parts missing
	7	<b>Technical terminology</b>	Students can use some Food key words
			Students can use a range of Food key words
			Students can use a wide range of Food key words
	8	<b>Sustainability</b>	Students are able to understand what environmental impact means
			Students are able to explain how the environment can be impacted during production
			The student can understand environmental impacts and give examples of ways to reduce this
	9	<b>DT in context</b>	Students have some understanding of how Food and Nutrition is used in the real world
			Students have good understanding of how Food and Nutrition is used in the real world
			Students have excellent understanding of how Food and Nutrition is used in the real world

### Current Scheme of Work

Lesson	Objectives	Tasks	Homework
1. Pizza Rolls	<ul style="list-style-type: none"> <li>To understand how to reflect and evaluate on making.</li> </ul>	<p><b>Do Now Task - 10 mins</b></p> <p>1. Give books out.</p> <p>Discuss teacher expectations and plan for the 12 weeks. <b>15 mins</b></p>	<p><b>HOMEWORK 1.</b> Research energy balance. Pg 18 19</p> <p>Make a fact page to cover this knowledge.</p>



	<ul style="list-style-type: none"> <li>To understand how to suggest development ideas and modifications to improve using opinions.</li> <li>To understand how to make quality pizza products.</li> <li>To understand how to add quality control check to the making of pizza rolls.</li> </ul>	<p>2. Students design their front cover. <b>30 mins</b></p> <p><b>3. Pizza Roll Practical</b> Teacher led spot demonstration of pizza rolls with a homemade sauce. Make dough, roll, shape and present. <b>Oracy- discussion task (completed when in practical lesson)</b> Students have the opportunity to taste testing a range of different toppings for pizzas to decide on the best ones (different flavoured cheese, veg, meats etc). Encourage discussions about choices and expand on this (giving justifications)</p> <p><b>4. RECIPE RUN</b> Students will challenge themselves to make pizza rolls in pairs following a recipe independently. A homemade tomato pizza sauce will be prepared and a range of different toppings should make the product unique. <b>80 mins</b></p> <p><b>4. Tick preferred ingredients for next week.</b></p>	<p>Bring ingredients for next week. selection of pasta, meat, veg etc which students pick from to make their own unique pasta bake!</p>
<p>2. Pasta bake</p>	<ul style="list-style-type: none"> <li>To understand macro nutrients - Carbohydrates</li> <li>To understand how to make a carbohydrate-based dish with added fibre.</li> <li>To understand how to apply knowledge of</li> </ul>	<p><b>Do Now Task - 10 mins</b></p> <p><b>1. DIRT</b> <b>Recipe Journal write up and reflection</b> Students will reflect on their pizza rolls. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions and also adding knowledge of carbohydrates, fibre and pasta. <b>20 mins</b></p>	<p><b>HOMEWORK 2:</b> Knowledge check questions; carbohydrates. Research how to get more fibre into your diet.</p> <p>Bring ingredients for next week. Biscuit dip eg chocolate</p>



	<p>macro nutrients - Carbohydrates</p> <ul style="list-style-type: none"> <li>To understand how to make a carbohydrate-based dish with added fibre to a high standard.</li> <li>To understand how to cook pasta perfectly.</li> </ul>	<p><b>2. Time plan</b> Students must complete a time plan for the making of their <b>pasta bake</b>, adding health and safety checks and quality control as well as including equipment before starting the practical. <b>20 mins</b></p> <p><b>3. Oracy question and answer session.</b> knowledge about the carbs, and fibre contents and how it contributes as part of a balanced diet. Pg14 15 <b>10min</b></p> <p><b>4. READY STEADY COOK - Spot Demonstration of pasta bake -</b> Students will make a pasta bake independently which will contain either a cheese or tomato-based sauce. Teacher led spot demonstration covering knowledge about the process, carbs, and fibre content etc <b>60 mins</b></p> <p><u>Tick preferred ingredients for next week.</u> <b>10 mins</b></p>	
<p>3. Rolled oat cookies</p>	<ul style="list-style-type: none"> <li>To understand how to apply knowledge of oats to a product.</li> <li>To understand how to produce quality biscuits, applying quality checks at each stage of making.</li> <li>To understand how to make quality products using oats.</li> </ul>	<p><b>Do Now Task - 10 mins</b> <b>1. DIRT</b> <b>Recipe Journal write up and reflection</b> Students will reflect on their pasta bake. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions and also adding knowledge of bread making. <b>20mins</b></p> <p><b>2. Oracy question and answer session.</b></p>	<p><b>HOMEWORK 3:</b> bicarbonate of soda as a raising agent. Link knowledge back to other raising agents. Cover baking powder, bicarbonate of soda, Pg 106-107</p> <p><b>Bring ingredients for next week.</b> Fajitas: chicken, veg, wraps, spices, salad.</p>

		<p>Teacher led short tasks to develop knowledge about turning wheat into flour page 26 <b>20mins</b></p> <p><b><u>3. Spot Demonstration of rolled oat cookies</u></b> Teacher leads discussion of quality control check. Give out a method for making rolled oat cookies. <b>Think pair share:</b> Students apply quality control checks to their time plan for rolled oat cookies. <b>20 mins</b></p> <p><b><u>4. Practical rolled oat cookies</u></b> The class will make a batch of rolled oat cookies in pairs. They will bring ingredients together, share the tray and split them at the end of the lesson. <b>60 mins</b></p> <p><b><u>Tick preferred ingredients for next week.</u></b></p>	
<p>4. Chicken Fajitas and nachos</p>	<ul style="list-style-type: none"> <li>• To understand how to reflect and evaluate on making.</li> <li>• To understand how to prepare meat safely.</li> <li>• To understand temperature control.</li> </ul>	<p><b><u>Do Now Task - 10 mins</u></b></p> <p><b><u>1. DIRT</u></b> <b><u>Recipe Journal write up and reflection</u></b> Students will reflect on their Rolled Oat cookies. It will cover what went well, how it could be improved, developed and changed alongside using others opinions and also adding knowledge of flour. <b>20mins</b></p> <p><b><u>2. Oracy question and answer session.</u></b> Discussing cooking of food and heat transfer. Cover conduction, convection and radiation.</p>	<p><b>HOMEWORK 4</b> Research and make notes on Healthy Eating guidelines: 8 tips for eating well.</p> <p><b>Bring ingredients for next week.</b> <b>Chicken tikka masala:</b> chicken, yoghurt, paste, onion, garlic, ginger, veg.</p>

	<ul style="list-style-type: none"> <li>To understand different methods of heat transfer.</li> <li>To understand how conduction and convection and radiation can cook products.</li> </ul>	<p>Pg 80, 81 <b>15 mins</b></p> <p><b>3. Demonstration Fajitas and nachos.</b> Teacher demonstration fajitas, nachos, rice and heated wraps. <b>Teacher recaps knowledge</b> Discuss quality cooking of chicken, focus on temperatures and cooking meat safely. <b>15 mins</b></p> <p><b>4. Practical chicken fajitas</b> The class will make fajitas safely using a temperature probe accurately. Checking temperatures independently and applying a range of health and safety checks. Students cook chicken in spices, test temperature and wrap within a heated wrap with salad, sauce, rice etc and construct so the filling doesn't fall out. <b>60 mins</b></p> <p><u>Tick preferred ingredients for next week.</u></p>	
<p>5. Chicken Tikka Masala</p>	<ul style="list-style-type: none"> <li>To understand how to reflect on a product focussing on strengths and weaknesses.</li> <li>To understand how to prepare dishes which include a HBV protein</li> <li>To understand how to make quality Asian</li> </ul>	<p><b>Do Now Task - 10 mins</b></p> <p><b>1. DIRT</b> <b>Recipe Journal write up and reflection</b> Students will reflect on their Rolled Oat cookies. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions <b>20mins</b></p> <p><b>Proteins-</b> meat, poultry and fish. Students are to produce a a3 fact page on the main protein sources. This must</p>	<p><b>HOMEWORK 5</b> Research and make notes on Healthy Eating guidelines: The Eatwell Guide</p> <p><b>Bring ingredients for next week.</b> Chicken breast, potato, spices, bread, egg.</p>

	<p>foods with authentic Asian ingredients.</p>	<p>include meat, poultry and fish. Soya, beans, nuts and seeds can be added as extension work.</p> <p><b><u>Oracy question and answer session.</u></b> Teacher to plan and support then students have time to produce their own written outcomes. Pg 40-44 <b>15mins</b></p> <p><b>3. <u>Spot demo</u></b> Teacher spot demonstration of chicken tikka/alternative. Different meat alternatives can be discussed. Focus on how to prepare garlic, ginger, use of paste and yoghurt. Teacher will lead a discussion about Indian foods. Display can be created to prompt discussion. <b>15mins</b></p> <p><b>4. <u>Practical</u> chicken tikka masala or alternative.</b> Students will make their own Indian curry- tikka masala. <b>60mins</b></p> <p><b><u>Tick preferred ingredients for next week.</u></b></p>	
<p>6. Chicken goujons and healthy chips</p>	<ul style="list-style-type: none"> <li>To understand how to reflect on a product focussing on strengths and weaknesses and ways to improve.</li> <li>To understand how to adapt recipes to make healthier versions of unhealthy takeaway foods.</li> </ul>	<p><b><u>Do Now Task - 10 mins</u></b> <b><u>1. DIRT</u></b> <b><u>Recipe Journal write up and reflection</u></b> Students will reflect on their Rolled Oat cookies. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions <b>20mins</b></p>	<p><b>HOMEWORK 6- FLIPPED LEARNING</b> Prepare for the extended writing task. Knowledge of fat and oils need explored; why is it important in the diet? what happens if we eat too much? Pg12 13</p> <p><b>Bring ingredients for next week.</b> Double cream, cream cheese, fruit, chocolate, biscuits.</p>

	<ul style="list-style-type: none"> <li>To understand how to make quality goujons with even coating and accurate baking.</li> </ul>	<p><b>3. <u>Spot demo</u></b> Teacher spot demonstration of make goujons with flavoured breadcrumb coating (flour, egg, breadcrumbs) and also healthy chips. <b><u>Oracy question and answer session.</u></b> 10mins</p> <p><b>4. <u>Practical</u> chicken goujons and healthy chips.</b> Students will make a healthy version of a popular takeaway food. They will have their own bag of chips and goujons. 50mins</p> <p><b>2. <u>Nutritional needs of different groups of people.</u></b> Students will complete a card sort to identify the target group, special dietary needs and which nutrients people should have more of. pg20 21 22 discuss these. 15mins</p> <p><b><u>Tick preferred ingredients for next week.</u></b></p>	
7. Cheesecake	<ul style="list-style-type: none"> <li>To understand how to reflect on a product identifying strengths and weaknesses and ways to improve.</li> <li>To understand how to set mixtures and make quality chilled desserts.</li> <li>To understand how to use gelatine</li> </ul>	<p><b><u>Do Now Task - 10 mins</u></b> <b>1. <u>DIRT</u></b> <b><u>Recipe Journal write up and reflection</u></b> Students will reflect on their chicken goujons and chips. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions 20mins</p> <p><b>2. <u>Extended Writing Task- link to the health of the nation.</u></b> <b>SET THE SCENE:</b> teacher shared the Success criteria, this should be discussed as a class first. Students must</p>	<p><b>HOMEWORK 7</b> Generation of ideas x4 ideas for sponge cakes.</p> <p><b>Bring ingredients for next week.</b> Sprinkles/coconut/lemon.</p>

	<ul style="list-style-type: none"> <li>To understand the functions of fat and the consequences of eating too much.</li> </ul>	<p>bring in the effects of eating a poor diet using their flipped learning task from their homework. <b><u>Oracy question and answer session.</u></b> 10mins</p> <p>Writing frame/sentence shells should be used as support here. Encourage the use of SP, punctuation and grammar. Use PEE as a strategy.</p> <p>20mins</p> <p><b>3. <u>Spot demo</u></b> Teacher spot demonstration of making a cheesecake. (Halloween Themed one) 10mins</p> <p><b>4. <u>Practical cheesecake.</u></b> Students must make their own individual cheesecake, scaling up recipes where needed. They must develop flavours, colours etc.</p> <p>50mins</p> <p><u>Tick preferred ingredients for next week.</u></p>	
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## Half Term Holidays

<p>8. Old school sponge (various)</p>	<ul style="list-style-type: none"> <li>To understand the different types of raising agents, how they work and products they are used in.</li> <li>To understand how to make a quality product using a chemical raising agent.</li> </ul>	<p><b><u>Do Now Task</u></b> - 10 mins</p> <p><b><u>1. DIRT</u></b></p> <p><b><u>Recipe Journal write up and reflection</u></b></p> <p>Students will reflect on their cheesecake. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions 20mins</p> <p><b><u>The grain chain.</u></b></p> <p>Cover knowledge on oats watch clip on how oats are made. How is wheat processed? Types of flour, knowledge</p>	<p><b>HOMWORK 8</b> mechanical raising agents (air and steam). Pg 110-111</p> <p><u>Bring ingredients for next week.</u></p> <p>Pasta, mince, garlic, onion, tomatoes, herbs, stock cube, peppers.</p>
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	<ul style="list-style-type: none"> <li>To understand how to make quality Sponge traybakes.</li> <li>To understand how to apply knowledge of raising agents.</li> </ul>	<p>check questions. Sketch a wheat grain. (this can be done as a class and expanded on) pg 26 <b><u>Oracy question and answer session.</u></b> 20mins</p> <p><b>4. Spot demo</b> Teacher spot demonstration of different traybakes eg lemon drizzle sauce, white icing and sprinkles and how to line a tray to make a cake in a larger quantity.</p> <p><b>5. Practical sponge traybake.</b> old school sponge/lemon drizzle traybake to be made by all students. They must line their own tray, time in the oven and decorate. 70mins</p> <p><b><u>Tick preferred ingredients for next week.</u></b></p>	
9. Pasta and Meatballs	<ul style="list-style-type: none"> <li>To understand how flour is made to make bread and pasta.</li> <li>To understand the possibilities when creating pasta from scratch- colour, shape, flavour, type, filling etc.</li> <li>To understand how to compare two similar products using a star diagram.</li> <li>To understand how to make quality meatballs</li> </ul>	<p><b><u>Do Now Task</u></b> - 10 mins</p> <p><b><u>1. DIRT</u></b></p> <p><b><u>Recipe Journal write up and reflection</u></b> Students will reflect on their old school sponge. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions 20mins</p> <p><b><u>2. Turning flour into bread and pasta.</u></b> <b><u>Demonstration</u></b> fresh pasta/watch a video on how to make it. Look at fresh vs dried pasta (SHOP BOUGHT). <b><u>Oracy task-discussion in groups</u></b> Identify similarities and differences and look at the labelling/packaging and compare against the guideline daily amounts 15mins</p>	<p><b>HOMework 9</b> Pasta Research sheet.</p> <p><b>Bring ingredients for next week.</b> Flavour for the cookies.eg crushed min eggs, smarties, chocolate orange etc.</p>



	<p>in a tomato sauce, all even shape and size.</p>	<p><b>3. Taste testing</b> using a star diagram to show preference. Pg28 29 Knowledge check questions on pasta. <b>15mins</b></p> <p><b>4. Spot demo</b> Teacher spot demonstration of fresh pasta making, Spaghetti and meatballs practical.</p> <p><b>5. Practical meatballs and sauce</b> . students make their own meatballs, shaping baking and making a sauce. Fresh pasta can be made in groups as a challenge task. <b>50mins</b></p> <p><u>Tick preferred ingredients for next week.</u></p>	
<p>10. Cookies</p> <p><u>After noon tea assessment- 3-week project. To design and Make three items which can be eaten as part of an afternoon tea in a school.</u></p>	<ul style="list-style-type: none"> <li>To understand British cuisine and eating patterns.</li> <li>To understand how to develop recipes which can be used as part of British cuisine/British menu.</li> <li>To understand how to apply knowledge of British cuisine.</li> <li>To understand how to apply knowledge of afternoon tea requirements.</li> </ul>	<p><b>Do Now Task - 10 mins</b></p> <p><b>1. DIRT</b></p> <p><b>Recipe Journal write up and reflection</b> Students will reflect on their pasta and meatballs. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions <b>20mins</b></p> <p><b>2. Teacher led discussion about British cuisine.</b> Explore British cuisine, eating patterns and traditional British foods labelling them on the map. Pg 70 71 <b>Oracy question and answer session. 15mins</b></p> <p><b>3. Research- comparing two products.</b></p>	<p><b>HOMWORK 10</b> Knowledge check questions on sensory testing. Pg 54-57</p> <p><u>Bring ingredients for next week.</u> Jam, something for the jam payer eg mince meat</p>

	<p>To understand how to be curative with designs and label ideas with good detail.</p>	<p>As a group complete sensory testing comparing and contrasting two afternoon cake products eg cookies or traybakes. Complete comparison table, graph and evaluation. sensory evaluation knowledge is on pg54-57 <b>25mins</b></p> <p><b>4.Spot demo</b> Teacher spot demonstrates flavours, presentation and cooking methods to make quality cookies at the start of the practical. <b>10mins</b></p> <p><b>5.Practical cookies.</b> students make a batch of soft baked cookies with their own flavours. <b>40mins</b></p> <p><u>Tick preferred ingredients for next week.</u></p>	
<p>11. Love cake</p> <p><u>After noon tea assessment-3-week project. To design and Make three items which can be eaten as part of an afternoon tea in a school.</u></p>	<ul style="list-style-type: none"> <li>To understand how to apply knowledge of British cuisine.</li> <li>To understand how to apply knowledge of afternoon tea requirements.</li> <li>To understand how to be curative with designs and label ideas with good detail.</li> </ul>	<p><u>Do Now Task - 10 mins</u></p> <p><b>1.DIRT</b> <u>Recipe Journal write up and reflection</u> Students will reflect on their cookies. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions. <b>20mins</b></p> <p><b>2.Generation of Ideas for making different afternoon tea muffins or traybakes which they will make next week.</b> Four ideas must be sketched and labelled using PEE strategy. Students present their best ideas to small groups and collect people's opinions on them. <b>30mins</b></p>	<p><b>HOMEWORK 11</b> Survey with target market investigating favourite products on Afternoon tea menus.</p> <p><u>Bring ingredients for next week.</u> Nutella/jam decorations. Flavour for the muffin.</p>

		<p><b>3. <u>Spot demonstration</u></b> of making love cake. Students must understand how to make this look attractive and appealing to teenagers. <b><u>Oracy question and answer session.</u></b></p> <p><b>4. <u>Practical task:</u></b> students make their own love cake with their own decorative shapes on the top and their own flavour development in the jam layer. Which could be used at an afternoon tea.</p> <p>40mins</p> <p><b><u>Tick preferred ingredients for next week.</u></b></p>	
<p>12. SCP Puff pastry shape eg Nutella Or Muffins</p> <p><b><u>After noon tea assessment- 3-week project. To design and Make three items which can be eaten as part of an afternoon tea in a school.</u></b></p>	<ul style="list-style-type: none"> <li>To understand how to apply knowledge of muffin making/ pastry shaping to make quality products.</li> <li>To understand how to apply knowledge of British cuisine.</li> <li>To understand how to apply knowledge of afternoon tea requirements.</li> <li>To be able to self-assess and peer assess skills and knowledge independently.</li> </ul>	<p><b><u>Do Now Task - 10 mins</u></b></p> <p><b><u>1. DIRT</u></b></p> <p><b><u>Recipe Journal write up and reflection</u></b> Students will reflect on their love cake. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions <b>20mins</b></p> <p><b>2. <u>spot Demonstration Nutella pastry shape using SCP.</u></b> Teacher demonstrates flavours, presentation and traditional eating habits (Afternoon tea). <b><u>Oracy question and answer session.</u></b> <b>15mins</b></p> <p><b>3. <u>Practical task:</u></b> students make their own pastry shape using puff pastry or muffins. Which could be used at an afternoon tea. <b>40mins</b></p>	

		<p><b>4. <u>Recipe Journal write up and reflection</u></b> Students will reflect on their love cake. This will build up alongside the time plan. It will cover what went well, how it could be improved, developed and changed alongside using others opinions <b>20mins</b></p> <p><b><u>FINAL ASSESSMENT</u></b> for the end of the unit. Self, peer and teacher assessment against skills and knowledge using KLI's. <b>15mins</b></p>	
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## Assessment feedback grid focusing on the Key Learning Indicators

All criteria in the central column must be met for a student to be making expected progress in these skills. What will the learning look like?

Learning Indicator Ref	Learning Indicator Description	Working Towards Access Supported	Working At Consistent Secure	Working Beyond Mastery Independence
1. <b>Creative problem solving and use of maths</b>	Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b>	You use problem solving and maths in your lessons but need some support	You use problem solving and maths effectively in your lessons and you need very little support	You use complex problem solving and maths in your lessons and you need no support
2. <b>Follow Health and Safety-</b>	Students can demonstrate an awareness of safe working practices <b>KLI2</b>	Mainly safe in the classroom / workshop but you have to be reminded how to be safe	You work safely in the classroom / workshop and you do not have to be reminded how to be safe	You work extremely safe in the classroom / workshop and you are able to identify and report potential hazards
3. <b>Critical thinking-</b>	Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b>	Some analysis with only a few basic explanations of how the design could be improved	Good analysis with a good explanation of how the design could be improved	Excellent analysis with a very detailed explanations of how the design could be improved
4. <b>Quality preparation, research and planning</b>	Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b>	Research has limited detail. The plan of making has some steps missing	Research has some good detail. The plan of making covers all steps but could include more detail	Research has excellent detail. The plan of making covers all steps in lots of detail

<b>5. Quality communication</b>	Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b>	You can communicate with students and teachers with some clarity	You can clearly and effectively communicate with students and teachers	You can communicate effectively with students and teachers with excellent clarity
<b>6. Quality of outcomes through use of specialist technical principles-</b>	Students outcomes meet almost all of the project's success criteria. <b>KLI6</b>	Some parts of your product are made to a good standard but there are some errors and/or parts missing	Your product is made to a good standard and there are no errors and/or parts missing	Your product is made to a very high standard and there are no errors and/or parts missing
<b>7. Technical terminology-</b>	Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b>	You use some Design Technology/ Food key words	You use a range of Design Technology/Food key words	You use a wide range of Design Technology/Food key words
<b>8. Sustainability</b>	Students show an understanding of origins of materials and the associated environmental impact. <b>KLI8</b>	Understand what environmental impact means	Explain how the environment can be impacted during production	Understand environmental impacts and give examples of ways to reduce this
<b>9. DT in context-</b>	Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. <b>KLI9</b>	Some understanding of how Design Technology is used in the real world	Good understanding of how Design Technology is used in the real world	Excellent understanding of how Design Technology is used in the real world

## Assessment Map Overview

Learning Indicator Ref	Learning Indicator Description- All KLI's are covered 3-4 times over the period of a year.	When	Format
KLI1 KLI2 KLI3 KLI4 KLI5 KLI6 KLI7 KLI8 KLI9	<p><b>Creative problem solving and use of maths-</b> Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." <b>KLI1</b></p> <p><b>Follow Health and Safety-</b> Students can demonstrate an awareness of safe working practices <b>KLI2</b></p> <p><b>Critical thinking-</b> Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. <b>KLI3</b></p> <p><b>Quality preparation, research and planning-</b> Students use preparation, research and planning techniques to inform the outcome. <b>KLI4</b></p> <p><b>Quality communication-</b> Appropriate communication techniques are used to communicate design thinking clearly and effectively. <b>KLI5</b></p> <p><b>Quality of outcomes through use of specialist technical principles-</b> Students outcomes meet almost all of the project's success criteria. <b>KLI6</b></p> <p><b>Technical terminology-</b> Students use correct specialist technical terminology used correctly within the unit of work. <b>KLI7</b></p> <p><b>Sustainability-</b> Students show an understanding of origins of materials and the associated environmental impact. <b>KLI8</b></p> <p><b>DT in context-</b> Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. <b>KLI9</b></p>	12 week rotation  You are what you eat.	Afternoon Tea Assessment task will take place on weeks 10-12  This includes: <b>Designing</b> <b>Making</b> <b>And</b> <b>Evaluating</b>