CURRICULUM ROAD MAP

Subject	Design and Technology- Food	Year / KS	3

INTENT-

'To develop a repertoire of lifelong practical skills'

Our KS3 curriculum at The Whitehaven Academy in Design and Technology delivers learning that gives young people a varied breadth and depth of subject knowledge, core skills and a strong technical understanding which aids their personal development and provides every child with the opportunity to achieve whilst gaining life-long learning experiences. Students will acquire knowledge that gives them a strong understanding of the world around them and our heritage as a design and manufacturing nation. Students will not only obtain knowledge, but also develop understanding whilst practicing home skills that make them able to contribute and add value to our community at a local, national and global level. The Design and Technology curriculum is a stimulating, rigorous and practical subject encompassing the specialist areas of Design & Technology, Graphics, Food and Textiles. As well as having the opportunity to deliver a curriculum which strives to inspire, motivate and present a range of opportunities for students to develop their creative, practical and technical skills. Students design and make prototypes and products that solve real life problems within a variety of contexts, considering both their own and others' needs, wants and values.

IMPLEMENTATION

In year 7 students undergo a year of Food and Nutrition lessons and complete a range of different projects which cover a range of different topics areas (including food nutrition and health, food commodities, food safety, food provenance and food safety) whilst still meeting the requirements of the National Curriculum for DT. Students complete practical work every 2-3 lessons and complete three or more extended writing tasks which have a focus on analysis and evaluation skills. This can be completed independently, in pairs or small groups, focussing on developing practical skills. The units of work follow the design, make and evaluate format and provide opportunities for students to research, design and plan new dishes.

The following units are completed:

Term 1 Unit Title: Healthy Eating; Leading a fruitful life

Term 2 Unit Title: The Eatwell Guide; Multicultural Cuisine

Term 3 Unit Title: Properties of ingredients cake making and baking

All students complete practical tasks with our recipes which are tried and tested and scaled down so student's costs can be kept low. Students are encouraged to adapt and modify recipes to meet nutritional and dietary requirements as well as likes and dislikes and all recipes are based on healthy eating guidelines. Practical work is all photographed and reflected on to develop skills and further practice. All practical lessons are fully inclusive and is a key component to developing skills but also important when applying knowledge from lessons.

During this key stage the following aims will be met:

-To understand and apply the principles of nutrition and health

IMPACT - See Key Learning Indicators

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

-To cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet -To 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] -To understand the source, seasonality and characteristics of a broad range of ingredients	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

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
KLI 1 KLI 2 KLI 4 KLI 6 KLI 8	**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 **Follow Health and Safety**- Students can demonstrate an awareness of safe working practices KLI2 **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. KLI4 **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. KLI6 **Sustainability-** Students show an understanding of origins of materials and the associated environmental impact. KLI8	Autumn 1. Leading a Fruitful Life- Healthy Eating	
KLI 2 KLI 4 KLI 5 KLI 6	**Follow Health and Safety**- Students can demonstrate an awareness of safe working practices KLI2 **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. KLI4 **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5 **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. KLI6	Autumn 2. Leading a Fruitful Life- Healthy Eating	
KLI 1 KLI 3 KLI 7 KLI 8 KLI 9	**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 **Critical thinking**- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3 **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. KLI7 **Sustainability-** Students show an understanding of origins of materials and the associated environmental impact. KLI8	Spring 3. The Eatwell Guide – Multicultural cuisine	

	DT in context- Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9		
KLI 1 KLI 3 KLI 6 KLI 7 KLI 9	**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 **Critical thinking**- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3 **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. KLI6 **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. KLI7 **DT in context-** Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9	Spring 4. The Eatwell Guide – Multicultural cuisine	
KLI 2 KLI 5 KLI 6 KLI 7 KLI 9	**Follow Health and Safety**- Students can demonstrate an awareness of safe working practices KLI2 **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5 **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. KLI6 **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. KLI7 **DT in context-** Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9	Summer 5. Properties of Ingredients- Baking and Cake making	
KLI 3 KLI 4 KLI 5 KLI 8	**Critical thinking**- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3 **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. KLI4 **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5 **Sustainability-** Students show an understanding of origins of materials and the associated environmental impact. KLI8	Summer 6. Properties of Ingredients- Baking and Cake making	

CURRICULUM ROAD MAP

Subject	Food and Nutrition	Year / KS	Year 8

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 thought 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.

IMPLEMENTATION	**IMPACT** - See Key Learning Indicators

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

10. **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
11. **Follow Health and Safety**- Students can demonstrate an awareness of safe working practices KLI2
12. **Critical thinking**- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3
13. **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. KLI4
14. **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5
15. **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. KLI6
16. **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. KLI7
17. **Sustainability-** Students show an understanding of origins of materials and the associated environmental impact. KLI8
18. **DT in context-** Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9

KEY KNOWLEDGE & SKILLS CROSS CURRICULAR

Students will complete the following practical lessons: fruit salad, pizza faces, fruity crumble, spaghetti bolognaise, 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

Autumn Term	You are what you eat	
Spring Term	You are what you eat	
Summer Term	You are what you eat	

KEY LEARNING INDICATORS			YEAR 8 SUCCESS CRITERIA
	1	**Creative problem solving and use of maths**	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	**Follow Health and Safety**	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	**Critical thinking**	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	**Quality preparation, research and planning**	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	**Quality communication**	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	**Quality of outcomes through use of specialist technical principles**	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	**Technical terminology**	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	**Sustainability**	Student 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	**DT in context**	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	• To understand how to reflect and evaluate on making.	**Do Now Task** – 10 mins 1. Give books out. Discuss teacher expectations and plan for the 12 weeks. 15 mins	**HOMEWORK 1**. Research energy balance. Pg 18 19 Make a fact page to cover this knowledge.

	• To understand how to suggest development ideas and modifications to improve using opinions. • To understand how to make quality pizza products. • To understand how to add quality control check to the making of pizza rolls.	2. Students design their front cover. 30 mins **3.Pizza Roll Practical** Teacher led spot demonstration of pizza rolls with a homemade sauce. Make dough, roll, shape and present. **Oracy– discussion task (completed when in practical lesson)** 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) **4.RECIPE RUN** 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. 80 mins **4.Tick preferred ingredients for next week.**	Bring ingredients for next week. selection of pasta, meat, veg etc which students pick from to make their own unique pasta bake!
2. Pasta bake	• To understand macro nutrients – Carbohydrates • To understand how to make a carbohydrate-based dish with added fibre. • To understand how to apply knowledge of	**Do Now Task –** 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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. 20 mins	**HOMEWORK 2:** Knowledge check questions; carbohydrates. Research how to get more fibre into your diet. Bring ingredients for next week. Biscuit dip eg chocolate

	macro nutrients – Carbohydrates • To understand how to make a carbohydrate-based dish with added fibre to a high standard. • To understand how to cook pasta perfectly.	**2.Time plan** Students must complete a time plan for the making of their **pasta bake**, adding health and safety checks and quality control as well as including equipment before starting the practical. 20 mins **3.Oracy question and answer session.** knowledge about the carbs, and fibre contents and how it contributes as part of a balanced diet. Pg14 15 10min **4.READY STEADY COOK –** **Spot Demonstration of pasta bake-** 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 60 mins **Tick preferred ingredients for next week.** 10 mins	
3. Rolled oat cookies	• To understand how to apply knowledge of oats to a product. • To understand how to produce quality biscuits, applying quality checks at each stage of making. • To understand how to make quality products using oats.	**Do Now Task –** 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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. 20mins **2.Oracy question and answer session.**	**HOMEWORK 3:** bicarbonate of soda as a raising agent. Link knowledge back to other raising agents. Cover baking powder, bicarbonate of soda, Pg 106-107 Bring ingredients for next week. Fajitas: chicken, veg, wraps, spices, salad.

		Teacher led short tasks to develop knowledge about turning wheat into flour page 26 20mins **3.Spot Demonstration of rolled oat cookies** Teacher leads discussion of quality control check. Give out a method for making rolled oat cookies. **Think pair share:** Students apply quality control checks to their time plan for rolled oat cookies. 20 mins **4.Practical rolled oat cookies** 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. 60 mins **Tick preferred ingredients for next week.**	
4. Chicken Fajitas and nachos	• To understand how to reflect and evaluate on making. • To understand how to prepare meat safely. • To understand temperature control.	**Do Now Task** – 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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. 20mins **2.Oracy question and answer session.** Discussing cooking of food and heat transfer. Cover conduction, convection and radiation.	**HOMEWORK 4** Research and make notes on Healthy Eating guidelines: 8 tips for eating well. Bring ingredients for next week. Chicken tikka masala: chicken, yoghurt, paste, onion, garlic, ginger, veg.

	• To understand different methods of heat transfer. • To understand how conduction and convection and radiation can cook products.	Pg 80, 81 15 mins **3.Demonstration Fajitas and nachos.** Teacher demonstration fajitas, nachos, rice and heated wraps. **Teacher recaps knowledge** Discuss quality cooking of chicken, focus on temperatures and cooking meat safely. 15 mins **4.Practical chicken fajitas** The class will make fajitas safely using a temperature probe accurately. Checking temperatures independently and applying a range od 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. 60 mins **Tick preferred ingredients for next week.**	
5. Chicken Tikka Masala	• To understand how to reflect on a product focussing on strengths and weaknesses. • To understand how to prepare dishes which include a HBV protein • To understand how to make quality Asian	**Do Now Task** – 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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 20mins **Proteins-** meat, poultry and fish. Students are to produce a a3 fact page on the main protein sources. This must	**HOMEWORK 5** Research and make notes on Healthy Eating guidelines: The Eatwell Guide Bring ingredients for next week. Chicken breast, potato, spices, bread, egg.

	foods with authentic Asian ingredients.	include meat, poultry and fish. Soya, beans, nuts and seeds can be added as extension work. **Oracy question and answer session.** Teacher to plan and support then students have time to produce their own written outcomes. Pg 40-44 15mins **3.Spot demo** 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. 15mins **4.Practical chicken tikka masala or alternative.** Students will make their own Indian curry- tikka masala. 60mins **Tick preferred ingredients for next week.**	
6. Chicken goujons and healthy chips	• To understand how to reflect on a product focussing on strengths and weaknesses and ways to improve. • To understand how to adapt recipes to make healthier versions of unhealthy takeaway foods.	**Do Now Task –** 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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 20mins	**HOMEWORK 6-** FLIPPED LEARNING 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 Bring ingredients for next week. Double cream, cream cheese, fruit, chocolate, biscuits.

	• To understand how to make quality goujons with even coating and accurate baking.	**3.<u>Spot demo</u>** Teacher spot demonstration of make goujons with flavoured breadcrumb coating (flour, egg, breadcrumbs) and also healthy chips. **<u>Oracy question and answer session.</u>** 10mins **<u>4.Practical</u> chicken goujons and healthy chips.** Students will make a healthy version of a popular takeaway food. They will have their own bag of chips and goujons. 50mins **<u>2.Nutritional needs of different groups of people.</u>** 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 **<u>Tick preferred ingredients for next week.</u>**	
7. Cheesecake	• To understand how to reflect on a product identifying strengths and weaknesses and ways to improve. • To understand how to set mixtures and make quality chilled desserts. • To understand how to use gelatine	**<u>Do Now Task –</u>** 10 mins **<u>1.DIRT</u>** **<u>Recipe Journal write up and reflection</u>** 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 **<u>2.Extended Writing Task- link to the health of the nation.</u>** **SET THE SCENE:** teacher shared the Success criteria, this should be discussed as a class first. Students must	**HOMEWORK 7** Generation of ideas x4 ideas for sponge cakes. Bring ingredients for next week. Sprinkles/coconut/lemon.

	• To understand the functions of fat and the consequences of eating too much.	bring in the effects of eating a poor diet using their flipped learning task from their homework. **Oracy question and answer session.** 10mins Writing frame/sentence shells should be used as support here. Encourage the use of SP, punctuation and grammar. Use PEE as a strategy. 20mins **3.Spot demo** Teacher spot demonstration of making a cheesecake. (Halloween Themed one) 10mins **4.Practical cheesecake.** Students must make their own individual cheesecake, scaling up recipes where needed. They must develop flavours, colours etc. 50mins **Tick preferred ingredients for next week.**	
	Half Term Holidays		
8. Old school sponge (various)	• To understand the different types of raising agents, how they work and products they are used in. • To understand how to make a quality product using a chemical raising agent.	**Do Now Task –** 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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 **The grain chain.** Cover knowledge on oats watch clip on how oats are made. How is wheat processed? Types of flour, knowledge	**HOMEWORK 8** mechanical raising agents (air and steam). Pg 110-111 Bring ingredients for next week. Pasta, mince, garlic, onion, tomatoes, herbs, stock cube, peppers.

	• To understand how to make quality Sponge traybakes. • To understand how to apply knowledge of raising agents.	check questions. Sketch a wheat grain. (this can be done as a class and expanded on) pg 26 **Oracy question and answer session.** 20mins **4.Spot demo** 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. **5.Practical sponge traybake.** 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 **Tick preferred ingredients for next week.**	
9. Pasta and Meatballs	• To understand how flour is made to make bread and pasta. • To understand the possibilities when creating pasta from scratch- colour, shape, flavour, type, filling etc. • To understand how to compare two similar products using a star diagram. • To understand how to make quality meatballs	**Do Now Task** – 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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 **2.Turning flour into bread and pasta.** **Demonstration** fresh pasta/watch a video on how to make it. Look at fresh vs dried pasta (SHOP BOUGHT). **Oracy task-discussion in groups** Identify similarities and differences and look at the labelling/packaging and compare against the guideline daily amounts 15mins	**HOMEWORK 9** Pasta Research sheet. Bring ingredients for next week. Flavour for the cookies.eg crushed min eggs, smarties, chocolate orange etc.

	in a tomato sauce, all even shape and size.	**3.Taste testing** using a star diagram to show preference. Pg28 29 Knowledge check questions on pasta. 15mins **4.Spot demo** Teacher spot demonstration of fresh pasta making, Spaghetti and meatballs practical. **5.Practical meatballs and sauce .** students make their own meatballs, shaping baking and making a sauce. Fresh pasta can be made in groups as a challenge task. 50mins **Tick preferred ingredients for next week.**	
10. Cookies **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.**	• To understand British cuisine and eating patterns. • To understand how to develop recipes which can be used as part of British cuisine/British menu. • To understand how to apply knowledge of British cuisine. • To understand how to apply knowledge of afternoon tea requirements.	**Do Now Task –** 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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 20mins **2.Teacher led discussion about British cuisine.** Explore British cuisine, eating patterns and traditional British foods labelling them on the map. Pg 70 71 **Oracy question and answer session.** 15mins **3.Research- comparing two products.**	**HOMEWORK 10** Knowledge check questions on sensory testing. Pg 54-57 Bring ingredients for next week. Jam, something for the jam payer eg mince meat

	To understand how to be curative with designs and label ideas with good detail. .	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 25mins **4.Spot demo** Teacher spot demonstrates flavours, presentation and cooking methods to make quality cookies at the start of the practical. 10mins **5.Practical cookies.** students make a batch of soft baked cookies with their own flavours. 40mins **Tick preferred ingredients for next week.**	
11. Love cake **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.**	• To understand how to apply knowledge of British cuisine. • To understand how to apply knowledge of afternoon tea requirements. • To understand how to be curative with designs and label ideas with good detail.	**Do Now Task –** 10 mins **1.DIRT** **Recipe Journal write up and reflection** 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. 20mins **2.Generation of Ideas for making different afternoon tea muffins or traybakes which they will make next week.** 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. 30mins	**HOMEWORK 11** Survey with target market investigating favourite products on Afternoon tea menus. Bring ingredients for next week. Nutella/jam decorations. Flavour for the muffin.

		3.<u>Spot demonstration</u> of making love cake. Students must understand how to make this look attractive and appealing to teenagers. **<u>Oracy question and answer session.</u>** **4.<u>Practical task:</u>** 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. 40mins **<u>Tick preferred ingredients for next week.</u>**	
12. SCP Puff pastry shape eg Nutella Or Muffins **<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>**	• To understand how to apply knowledge of muffin making/ pastry shaping to make quality products. • To understand how to apply knowledge of British cuisine. • To understand how to apply knowledge of afternoon tea requirements. • To be able to self-assess and peer assess skills and knowledge independently.	**<u>Do Now Task</u>** – 10 mins **<u>1.DIRT</u>** **<u>Recipe Journal write up and reflection</u>** 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 opinions20mins **2.spot Demonstration Nutella pastry shape <u>using SCP.</u>** Teacher demonstrates flavours, presentation and traditional eating habits (Afternoon tea). **<u>Oracy question and answer session.</u>** 15mins **3.<u>Practical task:</u>** students make their own pastry shape using puff pastry or muffins. Which could be used at an afternoon tea. 40mins	

		4. <u>Recipe Journal write up and reflection</u> 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 20mins **<u>FINAL ASSESSMENT</u>** for the end of the unit. Self, peer and teacher assessment against skills and knowledge using KLI's. 15mins	

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. **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	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. **Follow Health and Safety-**	Students can demonstrate an awareness of safe working practices KLI2	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. **Critical thinking-**	Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3	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. **Quality preparation, research and planning**	Students use preparation, research and planning techniques to inform the outcome. KLI4	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. **Quality communication**	Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5	You can communicate with students and teachers with some clarify	You can clearly and effectively communicate with students and teachers	You can communicate effectively with students and teachers with excellent clarity
6. **Quality of outcomes through use of specialist technical principles-**	Students outcomes meet almost all of the project's success criteria. KLI6	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
7. **Technical terminology-**	Students use correct specialist technical terminology used correctly within the unit of work. KLI7	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
8. **Sustainability**	Students show an understanding of origins of materials and the associated environmental impact. KLI8	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
9. **DT in context-**	Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9	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	**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 **Follow Health and Safety**- Students can demonstrate an awareness of safe working practices KLI2 **Critical thinking**- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3 **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. KLI4 **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5 **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. KLI6 **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. KLI7 **Sustainability-** Students show an understanding of origins of materials and the associated environmental impact. KLI8 **DT in context-** Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9	12 week rotation You are what you eat.	Afternoon Tea Assessment task will take place on weeks 10-12 This includes: **Designing** **Making** **And** **Evaluating**

CURRICULUM ROAD MAP

Subject	Food and Nutrition	Year / KS	Year 9

INTENT

At The Whitehaven Academy the aim of the Year 9 Food Preparation and Nutrition course is to further develop the skills and knowledge gained in the year 8 creative curriculum unit of work "you are what you eat" and build confidence within the subject further than ever before. This unit is based around the opinion that "the first wealth is health" we want to develop flair passion and creativity in our students to enable them to design, plan and make healthy dishes which follow the healthy eating guidelines with the aim to improve the health of our community and our nation.
This course will develop students understanding of food Science, Food provenance, Food commodities, Nutrition and health as well as Food choice. This course will successfully provide them with the opportunity to explore different cooking techniques and use a range of ingredients from around the world. Alongside this, transferable skills such as planning, organisation, teamwork and resilience will also be developed and students will deepen knowledge and understanding of a range of Food and Nutrition based topics such as functional and chemical properties of food, Food waste, Temperature control as well as Internation cuisine and factors which affect food choice. Students will also be challenged in their course to develop ideas and opinions and to view the world objectively and go beyond their everyday experience developing their knowledge of SMSC issues and how these relate to food and nutrition. The overall aim to prepare students moving forwards for a enriched and inspired future.

IMPLEMENTATION

Students will learn using the underlying principle that health is the most important factor when it comes to making food choices and preparing their own dishes. They will explore Food safety looking at how to control temperatures, test food is safe to eat and developing knowledge of cross contamination in a practical way. Students will have the opportunities to investigate different food commodities and international cuisines from around the world looking at food choice and different dietary needs for different groups. Factors about nutrition and health will underpin all we do and food science will be covered when looking at the functional and chemical properties of ingredients.
Within this context alongside this, students will develop their preparation skills and their cooking techniques and explore avenues which are challenging but provide opportunity for all to succeed when making and reflecting upon dishes independently.

IMPACT - See Key Learning Indicators

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

1	2	3	4	5	6	7	8	9
Quality of outcomes	Problem solving and use of maths	Critical thinking	Communication	Research and Planning	Technical Terms	Sustainability	Health and Safety	DT in in Context

1. Quality of outcomes – to create high quality products KLI1
2. Problem solving and the use of maths to solve issues. KlI2
3. Critical Thinking – use product analysis to show how a design could be improved KLI3
4. Communication- communicate clearly and effectively KLI4

They will plan, evidence and reflect upon all dishes made and suggest further work to develop this. This provides the practice of some of the skills in the NEA at GCSE- planning, timing, applying health and safety, reflecting, analysing, suggesting improvements and developing ideas with an overview of the success of a product in relation to how is was perceived and enjoyed by others. **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 assess the work of others. ▪ Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;	5. Research and planning- Research design ideas and plan steps for making KLI5 6. Technical terms- use DT/ Food Key words KLI6 7. Sustainability- knowledge of the sustainable materials/resources KLI7 8. Health and safety- work safely during practical lessons KLI8 9. DT in context- understand how DT/Food is used in the real world. KLI9
KEY KNOWLEDGE & SKILLS CROSS CURRICULAR	

Students will complete the following practical lessons:

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

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 can 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

Autumn Term	The first wealth is health Group 1	The first wealth is health Group 1
Spring Term	The first wealth is health Group 2	The first wealth is health Group 2
Summer Term	The first wealth is health Group 3	The first wealth is health Group 3

KEY LEARNING INDICATORS			YEAR 9 SUCCESS CRITERIA
			Accurate of planning equipment to accurately mark/measure
30%	1	Quality of outcomes through use of specialist technical principles	Independent, Careful and skilful use of machinery/equipment to produce an accurate outcome which fulfil briefs.
			Subject specific equipment is used with skill and understanding. Can independently modify set ups to allow for accurate production.
			Students can use a creative approach and mindset to solve a range of problems
15%	2	Creative problem solving and use of maths	Students can modify their approach throughout the unit of work to solve issues arising including modelling where appropriate.
			Students can use appropriate mathematic approaches to solve issues and help plan or prepare their work.
			Students can reflect deeply on their working (AtL) and evaluate their work against given and created criteria. Students are able to suggest detailed individual improvements.
15%	3	Critical thinking	Clear, informed (using evidence) and detailed improvements are identified with regards to their outcome.
			Students are able to analyse products suitability and compare products effectiveness.

15%	4	Quality communication	Designing shows an innovative and informed approach from gathered information. Annotations help show and communicate designs effectively.
			Designs are produced with skill and accuracy to facilitate designing where needed.
			Students can produce accurate designs which are communicated precisely and aid third party communication and interpretation.
15%	5	Quality preparation, research and planning	A clear understanding that products have clients and some have specific needs. Able to use research to assessing these needs and produce informed profiles.
			Specification writing is clear and meets the key areas required. Able to justify specification points with links to research.
			Students are able to carefully plan out how they are to complete their work and are able to change/modify where required.
2.5%	6	Technical terminology	Good Understanding of key words and terminology within the design process and how they link together.
			Students understand key words used with each specialist areas and know precisely what they refer to and how they can and should be used.
			Students can accurately and with understanding use a range of appropriate key words within their writing and wider work (including conversations)
2.5%	7	Sustainability	Awareness that designer and consumers have a social responsibility when designing and using products and are able to incorporate this into their work where appropriate.
			Wide understanding of environmental issues around materials and food choices and how they impact on society and product development.
			Understanding of H&S rules within each Food/DT room setting is clear.

2.5%	8	Follow Health and Safety	Links can be made between incorrect H&S and potential problems or injuries and correct ways to mitigate.
			Students closely follow all H&S procedures to allow safe working.
2.5%	9	DT in context	Awareness that all products in the world have been designed by someone to fulfil a need and are able to identify these needs and make suggestions for improvements.
			Students understand how a range of commercial manufacturing techniques are used to create products
			Students understand the careers which lead off from DT/Food based disciplines.

Current Scheme of Work

Week no	Objectives	Tasks	HWK
1	**1.** Recall past learning on health and safety (All/ Most) 2. Recall past learning on food hygiene (All/ Most) 3. To make a vegetable soup and soda bread using correct knife technique (All/Most)	Introduce course Health & safety and food hygiene recap Initial assessment Soup and bread assessment **Soup and bread** **½ batch of soda bread – dovetail explanation.** **Kneading, time planning, knife skills**	One form quiz which links via Mircrosoft/ Google forms food hygiene and the EHO - what they do? **Possible mark against KLI 9**
2	To be able to state the nutritional needs of a variety of people based on age and/ or medical, ethical or religious reasons?	Dietary needs **Do now task** – complete recipe evaluations from last week Know some ways society, morality, spirituality and culture can influence diets.	Complete the cooking methods poster.

	To make well seasoned and cooked risotto	Give examples of how this might adapt the ingredients in a cottage pie recipe. EXT Give examples of how to adapt a cottage pie for a specific dietary requirement. Risotto Rice dishes and cooking using the hob – water based method. Knife skills recap.	
3 **Practical Assessment** **KLI 1,2,4,6**	To be able to state the nutritional needs of a variety of people based on age and/ or medical, ethical or religious reasons? 1. To make a short pastry 2. To make a well and evenly baked quiche	Dietary needs **Do now task** – complete recipe evaluations from last week Complete the 2-day menu plan and adapt for different needs Work with a partner to discuss who needs what and choose some suitable recipes for the patients. 1 day each and share results. Caramelised 3 onion tart Short crust pastry – rolling, shaping and rubbing in. Caramelisation.	Vit C & Iron. Vit A poster
4 **Extended writing piece (marked assessment)** **KLI3, KLI7**	1.To make well kneaded and rolled wraps 2. To make a successful chilli mix and baked enchilada dish 3. Compare and contrast the nutritional needs of a two groups of people	Dietary needs **Do now task** – complete recipe evaluations from last week Complete the dietary needs comparison (EXT) Create a menu plan leaflet for the chosen needs. Mixed bean enchiladas Layering/ white sauce. Knife skills, use of hob	Choux buns video
5	1. To make a good quality choux paste 2. To make evenly shaped profiteroles	Dietary needs Choux buns **Do Now task** – vide on Choux Choux paste, Filling, Chocolate sauce	Vit D and Calcium poster
6	1. To make an evenly rolled and smooth dough	Dietary needs **Do now task** – complete recipe evaluations from last week	Swiss roll design

	2. To make uniform shaped and evenly cut cookies 3. To improve work on theory lessons	Rugelach Completion of improvements and catch up on work required so far.	
7	1. To make an evenly rolled, well risen and moist cake 2. To make uniform and well patterned design	Urban street food **Do now task** – complete recipe evaluations from last week Introduce Street food topic at the end of the lesson Swiss roll design Garnishing techniques, piping, whisked sponge	Street food task (flipped learning) Indian street food poster
8	To make well-seasoned and cooked jerk chicken dish State some ideas for a Street Food menu Complete the costings for menu items	Urban street food **Do now task** – complete recipe evaluations from last week Mind map some ideas for a Street Food menu Complete the costings for the menu items KLI 1 Jerk chicken Rub and flavours, ingredients	Flipped learning Meringue Video
9	1.Be able to research and extract information to answer questions on Street Food 2.To make well flavoured and aerated meringue and well assembled key lime pie	Urban street food **Do now task** – complete recipe evaluations from last week Extract information from posters to complete questions on Street Food Key lime meringue pie Layering, sweet sauce, meringue.	Street food environmental promise poster KLI 8
10 **Written assessment** **KLI 2, 3, 5?, 7**	1.Explain and complete a basic HACCP 2.To create a modern and interesting plate design for a savoury dish – scotch egg	Urban street food **Do now task** – complete recipe evaluations from last week **Complete the HACCP table.** 1. **Identify risks of cross contamination at each stage.** 2. **Suggest ways to prevent cross contamination.**	HASAWA worksheet

		3. **Include critical times and temperatures where possible.** Scotch Egg – KLI5 Plate design for savoury Pane, shaping and moulding, plate design	
11 **Practical Assessment** **KLI 1,2,4,6**	1. To make well flavoured and well-seasoned pie 2. To make a short and crumbly pastry crust	Urban street food **Do now task** – complete recipe evaluations from last week Chicken pie Puff pastry, white sauce	Taco Design KLI 5
12	1.To design an interesting and well-presented taco design 2.To complete outstanding paperwork as applicable Ext Costing of tacos	Urban street food **Do now task** – complete recipe evaluations from last week Taco challenge Students create their own taco and taco design	

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
10. **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	Students can use a creative approach and mindset to solve a range of problems	Students can modify their approach to solve issues arising.	Students can use appropriate mathematic approaches to solve issues and help plan or prepare their work.
11. **Follow Health and Safety-**	Students can demonstrate an awareness of safe working practices KLI2	Students have knowledge of H&S rules and can follow these rules to work safely.	Students can make links between H&S and potential dangers and can work safely and hygienically.	Students closely follow all H&S procedures to work safely and hygienically.
12. **Critical thinking-**	Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3	Students can reflect on their working and evaluate their work against criteria. Students can analyse products suitability.	Students can reflect on their work and suggest further Improvements. Students can analyse products suitability and compare products effectiveness with support.	Students are able to reflect on their own work suggesting improvements which include justification and reasons. Students can analyse products suitability and compare products effectiveness independently.
13. **Quality preparation, research and planning**	Students use preparation, research and planning techniques to inform the outcome. KLI4	Students can plan a product to meet consumer needs (likes, dislikes, dietary requirements etc)	Students can carry out research and use this to plan a product to meet consumer needs, with justifications of the decisions made.	Students can carry out research and use this to plan a product to meet consumer needs, with justifications of the decisions made and are able to change/modify where needed.

14. **Quality communication**	Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5	Students can communicate their ideas well.	Students can communicate their ideas with skill and accuracy.	Students can produce accurate sketching which are communicated precisely.
15. **Quality of outcomes through use of specialist technical principles-**	Students outcomes meet almost all of the project's success criteria. KLI6	Students can use tools and equipment independently to produce a good quality outcome	Students can use a range of tools and equipment skilfully with accuracy and precision to produce a good quality outcome.	Students can use a wide range of tools and equipment skilfully with accuracy and precision to produce a good quality outcome.
16. **Technical terminology-**	Students use correct specialist technical terminology used correctly within the unit of work. KLI7	Students understand a range of key words	Students understand a range of key words and can use them within their work.	Students can use a wide range of key words with accuracy and understanding within their work.
17. **Sustainability**	Students show an understanding of origins of materials and the associated environmental impact. KLI8	Students show some awareness of sustainability and environmental issues when designing products.	Students show good understanding of sustainability and environmental issues when using materials and making food choices	Students show very good understanding of a wide range of sustainability and environmental issues at different stages of the design process
18. **DT in context-**	Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9	Students understand how some different techniques are used to create products.	Students understand how some different techniques are used to create products and understands the role of professionals in industry.	Students understand how a wide range of different techniques are used to create products and understands the role of professionals in industry.

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
KLI 1 KLI 2 KLI 4 KLI 6	**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 **Follow Health and Safety-** Students can demonstrate an awareness of safe working practices KLI2 **Quality preparation, research and planning-** Students use preparation, research and planning techniques to inform the outcome. KLI4 **Quality of outcomes through use of specialist technical principles-** Students outcomes meet almost all of the project's success criteria. KLI6	Practical assessments week 3 and week 1	Quiche practical Chicken pie practical
KLI 3 KLI 5 KLI 7 KLI 2 (week 10)	**Critical thinking**- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3 **Quality communication-** Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5 **Technical terminology-** Students use correct specialist technical terminology used correctly within the unit of work. KLI7 **Follow Health and Safety-** Students can demonstrate an awareness of safe working practices KLI2 (week 10 only)	Assessed written pieces Week 4 and week 10	Comparison of dietary needs HACCP completion
KLI 8 KLI 9	**Sustainability** - Students show an understanding of origins of materials and the associated environmental impact. KLI8 **DT in context**- Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9 These themes are covered but not assessed	Week 10 homework Two themes/ units for the course and week 1 homework	Homework on environmental promises EHO and environmental work Theme of dietician's role Theme of UK street food festival