KESTEVEN AND SLEAFORD HIGH SCHOOL

Design & Technology Scheme of Learning
Food Year 7 Unit 2

Intent – Rationale

Students to be aware of the impact of Imports & Exports on the environment; create undersatnding of the impact of behaviour on the climate. To be able to carry out a basic level of nutrtional analysis ; identifying with the contents of a food label in relation to the traffic light system; be aware & understand how to make decisions when sourcing & buying food / ingredients.

Sequencing – what prior learning does this topic build upon?	**Sequencing – what subsequent learning does this topic feed into?**
• **Unit 1 – skills / Food Safety / Health & safety** • **PSHE – Healthy Eating**	• Year 8 – Lincolnshire foods topic • Continued Food Preparation in all years • Nutritional requirements for specific groups -food & PE
What are the links with other subjects in the curriculum?	**What are the links to SMSC, British Values and Careers?**
• **Geography** • **Maths** • **Science**	• SP1, 2, 3, 4 • M3 • C2 • BV4,5 • GB4 a,b,c,d,f,i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	**What are the opportunities for developing mathematical skills?**
• Reading and interpreting recipe sheets • Follow instructions from one of the Food Miles Calculators • Reading and understanding worksheets / questions FROM THE LIBRARY *Globalisation and Trade;* L. Firth-305 *Consumerism and Ethics;* L. Firth-381.3	• Weighing, Measuring & Portioning • Calculating mileage

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Fast Food nation; Eric Schossler-641.5 *Nutrition and Diet;* L.Firth-613 *The Globalisation of Food;* D. Inglis-641	

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
Know • Understanding of Food Miles, the implications of import / export of foods and some of the reasons why this is essential. • Nutritional needs of the body – which foods and why • How to adapt and change basic recipes • The importance of food labelling and how to understand the contents **Apply** • Using resources available to track food miles – making choices when shopping • Monitoring the behaviour to create awareness of individuals Carbon Footprint • Practical planning, timing and adaptations of recipes • Producing own food labels

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Extend Using prior knowledge from unit 1 into unit 2 Justification of decisions Presentation of dishes Making independent choices		
What subject specific language will be used and developed in this topic?		**What opportunities are available for assessing the progress of students?**
• Carbon Footprint • Butterfly Effect • Food Miles • Portioning • Consistency (Texture) • Rubbing In Method	• Import / Export • Food Preservation Methods • Conduction • Cross Contamination • Vegetarian/ Vegan • Justification	• **Homework tasks** • **Practical Outcomes** • **Mid project Reviews** • **Written outcomes** • **End of Project Reviews.**

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. Because Food Matters	Key Terminology	Application with examples of key terminology	DVD – work sheet Respond to questions – discuss in group responses- plan for

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			carrying out survey of carbon footprint
2. Nutritional Analysis	Using the software – Food P6	Identifying ingredients within Food Groups	Teacher Demo using chosen recipe. Students use either burger or soup recipe – produce food label
3. Local or imported	Burger making – food safety, portioning, local ingredients, conduction, shallow frying, health & safety	Burger making – food safety, portioning, local ingredients, conduction, shallow frying, health & safety. Presentation techniques	Links to careers week- different careers – 'makeup artist for food' video clip Making & Portioning. Beef/ chicken or chickpea – adapt recipes.
4. Why do we eat food?	Understanding of the difference between Macro & Micronutrients	Being able to identify foods which supply Macro Nutrients and some Micro	Students to mind map / list their understanding. Research the reasons why we need these. (Protein / Fat / CHO)
5. Costing Your Dishes	Use of Supermarket websites/ cross curricular with maths	Costing table – purchase units and prices / calculations. Extension: compare websites	Students to research ingredients, unit weights & measurements, costs, calculate price per requirement of recipes.
6. Using your Time	Planning for practical's using Time plans	Writing time plans with key words, special points, and precision in timing	Revisiting the planning of time- students to work with their chosen recipe,
7. Adapting for Health	Selecting recipe & adapting – reduce sugars	Selecting recipe & adapting – reduce sugars / plan timing	Use time plan, select a biscuit recipe and make changes to reduce sugars / fats
8. Adapted Dish	Practical making using own timings	Justification of changes to recipe / presentation / portioning	Practical making of own adapted recipe