



## Content – Big ideas

At the end of each module student complete a star diagram self assessment chart. At the beginning of each of their new module pupils set targets based on prior evaluation and teacher assessment feedback. Pupils will rotate around four D&T subject specialism modules in Y8.

### Design/ Theory.

**Big question:** What do I need to know to be able to make a successful food product and what is the science behind making products rise? What are the implications of allergies and Religious beliefs?

**Learning outcome:** Students will be able to explain the different methods for making mixtures rise and recognize which method is used in different foods. Pupils should be able to make a range of dishes with developing detail using the theory knowledge learnt.

**Health & Safety rules** – Gaining an understanding of the implications of common allergens.

**Religious needs-** To understand how the needs of common religious beliefs need to be taken into account in food preparation.

**Raising Agents** – Learn how to recognize the different methods of making products rise and be able to give the correct method for different products.

- **Aeration-** To understand and apply the theory of Aeration within their cooking and understand the principle behind it.
- **Evaluation-** Pupils will be expected to evaluate their work after every practical session so that development can take place.
- **Portion control** – referencing The Eatwell guide

### Practical/ Making skills.

**Big question:** How do I use more complex equipment and skills to show the function of different ingredients.

**Learning outcome:** Students will be able to follow a range of recipes to create more complex dishes that show a build up of skills each session. They will evaluate their work and understand how to make improvements to the product.

**Use Rubbing in technique-** Used on making pastry for Breakfast wraps.

**Frying, Boiling and simmering-** To understand and apply the different types of pan based cooking to a range of dishes.

**Health & Safety rules** – work safely in the food room to produce complex and well presented dishes

**Chopping and slicing** – Use the claw and bridge hold correctly. Learn how to chop an onion correctly.

**Portioning, forming and Shaping** – by hand

**Raising Agents** – Make a variety of dishes to show examples of the 4 ways to make mixtures rise.

### Evaluation/ Review.

**Big question:** How well did I perform within the practical cookery skills section?

**Learning outcome:** Students will be able to reflect back on the skills covered within the making and use this in order to help improve their skills for future projects.

- **Self Assessment** – What went well/what was easy? WHY?, What wasn't successful/what was difficult? WHY? What new skills have you learnt?, If you had the chance, what would you change and why?
- **Peer Assessment** – Verbal and written assessment using sensory charts of other students products, to give constructive feedback.

## Prior learning

### Prior learning required

Basic skills practiced in Year 8 : Chopping, Mixing, Shaping, Cutting out & Blending.



### Global/IOM/Subject Links

#### Links to other subjects

- Functions of ingredients: Chemistry and Biology.
- Producing information leaflets: Art and Design.
- Measurement- Mathematics.

#### Links to Global picture

- Sustainable use of materials
- Encouraging use of low food mile ingredients.

#### Links to IOM

- Being a good consumer ( being able to select sustainable products). Use of IOM products when available (Laxey Flour, Manx butter etc.).

	CARE Values
COURAGE	'I will challenge myself and be brave in my learning'
ASPIRATION	'I will strive to do my utmost, to achieve my goals'
RESPECT	'I will be polite to all and look after our school environment'
ENDEAVOUR	'I will aspire to complete my learning to the best of my ability'

