



Content - Big ideas



Introductory unit

Pupils will undertake a Health and Safety worksheet at the beginning of the module rotations.
 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 an teacher assessment feedback.

Design/ Theory.

Big question: What knowledge do I need to learn in order to understand basic equipment used in the food room and how the properties of food ingredient allow them to be used to make products.

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

Health & Safety rules – Gaining an understanding of hazards within the food room and how to risks assess those factors in order to prevent them from happening.

- **Nutrition** – Learn about the 5 food groups and how to have a balanced diet.
- **Washing up** – Learn how to wash up successfully to ensure the equipment is hygienic and safe.
- **Storyboard** -How to produce a detailed step by step of making products to ensure a good understanding of how a recipe works.

Practical/ Making skills.

Big question: How do I use equipment and ingredients in the kitchen to create interesting products. Safely and with tasty results.

Learning outcome: Students will be able to follow sequential demonstrations of practical work and carry work out with appropriate accuracy, using equipment in the kitchen environment safely.

- **Measuring**- Learn to measure in grams and ml accurately and learn to use an electric scale effectively.
- **Knife Skills** – Learn how to accurately and safely use a sharp knife to chop and prepare fruits and vegetables.
- **Rubbing in** – Learn how to use fingertips to rub in butter to make breadcrumbs, which forms the basis of most of the dishes in the module.
- **Shaping** - Learn how to roll out and cut a dough into uniform shapes .
- **Baking** - Learn how to pre heat the oven. Take things in and out safely. Set the timer and check products are baked correctly.
- **Sensory Testing**- Learn how to taste products and give positive feedback.

Evaluation/ Review.

Big question: How well did I perform within their practical making 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 assessment of other students products to give constructive feedback.

Prior learning



Prior learning required

Completion of D&T transition days and Intake evening/days. Some D&T may have been taught in KS2 which is beneficial but not imperative.

Global/IOM/Subject Links

Links to other subjects

- Nutritional information- Chemistry and Biology.
- Measurement and calculations- 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 (e.g.Laxey Flour).

CARE Values

	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'

