



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?

Learning outcome: Students will be able to explain the different methods for making mixtures rise and recognize which method is used in different foods. They should be able to label the parts of an egg correctly and explain the functions. They will evaluate their work and understand how to make improvements to the product.

- **Health & Safety rules** – Gaining an understanding of food poisoning hazards within the food room and how to risks assess those factors in order to prevent them from happening.
- **Food Provenance**- where and how food is grown and reared- and how seasonality affects price and availability.
- **Evaluation**- Pupils will be expected to evaluate their work after every practical session so that development can take place.

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.

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.

Kneading & Shaping – Produce a soft dough and correctly knead and shape

Food storage – before and after cooking including reheating

Cooking meat- gain an awareness of the core temperatures different are cooked

Setting Mixtures – learn how to set mixtures

Evaluation/ Review.

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

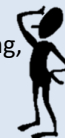
Learning outcome: Students will be able to reflect back on the skills covered within the making and use this in order to help improve their skills for future projects.

- **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 7 : 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

	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'

