


# DESIGN AND TECHNOLOGY

YEAR 8 – Food Unit (KS3) – 8 weeks										
<b>INTENT:</b> To play a part in developing knowledge and understanding of the Design and Technology National Curriculum. <b>Students are to become competent in a range of cooking techniques</b>		<b>The bigger picture:</b> This scheme plays an important role within the technology curriculum as it is essentially teaching skills from the National Curriculum and preparing students for the challenges of key stage 4.  <b>The Next Step:</b> This unit is preparation for the Hospitality and Catering Course at Key stage 4.							 <p>* Link to C&amp;C</p>	<b>Character &amp; Culture</b> Character and Culture is embedded within the curriculum map and coded as shown.
Lesson	1	2	3	4	5	6	7	8		<b>Society</b> Design and Technology can lead to many careers in society. An example of this is within the <b>STEM</b> routes.
Retrieval Task:	<b>Theory</b> - Think of a time something went wrong in your kitchen at home. What could you have done differently to prevent it?	Bread – link to processes used for the lesson ahead – 2 for 2 and 3 for 3	Pizza – link to processes used for the lesson ahead – 2 for 2 and 3 for 3	Jam tarts – link to processes used for the lesson ahead – 2 for 2 and 3 for 3	Pasta – link to processes used for the lesson ahead – 2 for 2 and 3 for 3	Cakes – link to processes used for the lesson ahead – 2 for 2 and 3 for 3	Chicken – link to processes used for the lesson ahead – 2 for 2 and 3 for 3	Pasta – link to processes used for the lesson ahead – 2 for 2 and 3 for 3	<b>CROSS CURRICULAR LINKS:</b> <ul style="list-style-type: none"> <li>Science – Food &amp; Digestion 7 types of food groups.</li> <li>MATHS – Measuring quantities, converting metric units Term 1 Ratios Term 2.</li> <li>French - Food and Drink Term 3.</li> </ul>	
<b>Objective: I do, we do &amp; you do...</b>	<b>Practical</b> - To understand how to keep yourself safe in the food room	<b>Bread</b> -To understand how to keep yourself safe in the food room – to be able to follow a recipe, identify equipment and food ingredients and manufacture the product safely and accurately in a specific time frame	<b>Pizza</b> -To understand how to keep yourself safe in the food room – to be able to follow a recipe, identify equipment and food ingredients and manufacture the product safely and accurately in a specific time frame	<b>Jam Tarts</b> -To understand how to keep yourself safe in the food room – to be able to follow a recipe, identify equipment and food ingredients and manufacture the product safely and accurately in a specific time frame	<b>Pasta Ragù</b> -To understand how to keep yourself safe in the food room – to be able to follow a recipe, identify equipment and food ingredients and manufacture the product safely and accurately in a specific time frame	<b>Butterfly Cakes</b> -To understand how to keep yourself safe in the food room – to be able to follow a recipe, identify equipment and food ingredients and manufacture the product safely and accurately in a specific time frame	<b>Chicken fajitas</b> -To understand how to keep yourself safe in the food room – to be able to follow a recipe, identify equipment and food ingredients and manufacture the product safely and accurately in a specific time frame	<b>Pasta Cheese</b> -To understand how to keep yourself safe in the food room – to be able to follow a recipe, identify equipment and food ingredients and manufacture the product safely and accurately in a specific time frame		<b>LESSON STRUCTURE:</b> <ul style="list-style-type: none"> <li>ALL lessons will use the whole school strategy I DO, WE DO, YOU DO</li> <li>ALL lessons will have a retrieval task that engages learners immediately after arrival. In practical settings this may not use a PowerPoint.</li> <li>All lessons will have a period of SILENT STUDY.</li> <li>All lessons will have Learning objectives visible.</li> </ul>
Silent Study:	B M E	B M E	B M E	B M E	B M E	B M E	B M E	B M E	(TOPIC SHEET INFORMATION)	
Assessment						FAR 1	INPUT GRADES	End of year ASSESSMENT	<b>WHAT SKILLS WILL BE DEVELOPED:</b>	
Homework		Spelling Test				Spelling Test			<ul style="list-style-type: none"> <li>Students are to... become competent in a range of cooking techniques.</li> </ul>	
<b>Literacy:</b> 2 for 2/3 for 3	2 for 2 and 3 for 3 – Within the unit of work teachers use educational and subject specific key literacy. Key Vocab words and key pictures – Each unit of work has a handout including all key terms, words, tools, and materials. <b>(See whole year group mapping of spellings and definitions)</b>								<b>WHY WE ARE LEARNING THIS:</b> <ul style="list-style-type: none"> <li>To cook a range of dishes so that we can feed ourselves and others a healthy and varied diet. To understand the source, seasonality and characteristics of a broad range of ingredients.</li> <li>To use a range of cooking techniques including using utensils, applying heat in different ways and using awareness of taste, texture and smell to decide how to season dishes and combine ingredients.</li> </ul> <b>HOW TO BECOME AN EXPERT IN THIS TOPIC:</b> <ul style="list-style-type: none"> <li>Watch this YouTube clip to stretch yourself on food preparation: Food Safety   Design and Technology - Food Preparation and Nutrition - YouTube</li> <li>Buy or borrow a recipe book such as The Complete Cookbook for Teens by Julee Morrison: Amazon.co.uk: recipe book for teenagers UK</li> <li>Learn more about the Eatwell Guide by clicking on this link: The Eatwell Guide - NHS (www.nhs.uk)</li> </ul>	
<b>Cultural Capital</b>	<b>Local Food Practices:</b> Understanding farm-to-table dining and local food production connects students with essential knowledge of Warwickshire's agricultural heritage and sustainable practices, aligning with the aim to provide children with a broad base of cultural and practical knowledge beyond their everyday experiences. Projects in year 7, 8 and 9 have evolved to include hospitality and catering as this brings food technology into a real world context. At Year 9 we have a full unit dedicated to hospitality and catering linked to design a professional-style menu for a pop-up takeaway food stall. Students experiment and test their ideas before reaching a final, ethically, and financially viable solution.									
Connected Knowledge	This is a unit designed to... prepare students for the future of design and technology at Bilton School as having cooking skills is a priority and plays a big part of the future curriculum. Following this it supports the journey into KS4 and 6th form choices within the MAT. Across the school this supports the Science, Maths and French departments as these skills are transferable and are beneficial in their curriculum plans. Beyond school, the hospitality and catering industry is huge and encompasses many facets that could interest our students and their future careers.									
<b>IMPACT</b>	Students measure progress using the department F.A.R tracking sheets which are in the Assessment Booklets, Teachers track the marks given using the department shared mark book and SIMS. This will show progress over time and prepare students for future learning at Bilton School.									