



# Walton Hall Academy Medium Term Plan



SUBJECT	Food technology	TERM		CLASS	Year 9
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Main Aims (Assessment Criteria to be addressed)

developing knowledge of puddings and putting a new spin on traditional recipe  
 looking at the different ways in which foods may be combined into successful casseroles and stew-based dishes and products  
 a study of traditional British dishes – starters, main courses and desserts – and builds on skills that may have been developed elsewhere during the key stage e.g. pastries, sauces, casseroles, stews, soups, bakes, salads and puddings

LEARNING OBJECTIVES ENQUIRY QUESTIONS	SUGGESTED ACTIVITIES AND DIFFERENTIATION	ASSESSMENT OPPORTUNITIES	REQUIRED RESOURCES
<p>Students will be taught how to:</p> <p><b>Designing skills</b></p> <ul style="list-style-type: none"> <li>◊ use a range of information sources including the Internet to find out about pastry products and traditional recipes</li> </ul>	<p>This unit explores puddings and ends up putting a fresh spin on traditional recipes. Because of the time needed to cook steamed puddings in particular, it is suggested that mini puddings are made with students.</p> <p>Compare and contrast bought ready-made puddings with those made from scratch – consider convenience, value for money and quality. This could involve parents, school staff and students and a Pudding tasting session.</p>	<p><b>Formative assessment</b></p> <p>Students should be assessed during the unit of work against the objectives above. A simple scale may be used to keep track of their progress:</p> <p><b>3</b> independently met the required objective with confidence (advanced)</p> <p><b>2</b> with some support met the required objective (competent)</p>	<p>All Change doc          Cultural fusion          Great pudding recipes          Great pudding ppt          Take two puddings doc          Working to a specification</p>

<ul style="list-style-type: none"> <li>◊ use a variety of designing techniques to help develop their designing skills, egs. All change, Cultural Fusion, Take two puddings</li> <li>◊ generate ideas based on specific user groups and recipes</li> <li>◊ clarify ideas and develop criteria for their designs</li> <li>◊ describe and represent ideas through discussion, testing, trialling and modelling</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>◊ plan and organise making</li> <li>◊ use a range of techniques to measure, prepare, peel, chop, combine and cook foods</li> <li>◊ work safely and hygienically</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>◊ develop knowledge about food preparation skills</li> <li>◊ combine ingredients to create the desired sensory characteristics/product</li> </ul>	<p>Adults could be asked to put forward their own favourite puddings from other times and cultures for redevelopment by students.</p> <p>Since many traditional British puddings are served with custard this would be an opportunity to teach students how custard may be made from scratch and to compare custard made by this method with custard from a packet, carton or can.</p> <p>Another practical activity would be to get students making puddings with seasonally available fruit incorporated in novel ways.</p> <p>Discuss with students where puddings feature in a healthy diet and in relation to the Eatwell Plate.</p> <p>Set students the task of finding out about traditional British pudding recipes using the <b>Great Puddings PowerPoint</b> to record their key features. Follow this with a group activity of finding out about puddings from other countries and considering how ideas from other cultures may be fused with traditional UK recipes. Students could use the <b>Take two puddings, All Change</b> or <b>Cultural Fusion</b> sheets to record and develop ideas. <b>FoodForum PowerPoint</b> recipes and the <b>Great Puddings</b> recipe sheet can be used as a starting point. Students could try using the Randomiser on <a href="http://www.skillsspace.co.uk/design_technology/16to19/product_development/future_gazingu.asp">http://www.skillsspace.co.uk/design_technology/16to19/product_development/future_gazingu.asp</a> to help in the development of ideas. Some may want to put a completely different</p>	<p>1 needs further development in order to meet the required objective (practising)</p> <p>Refer to <b>Great Pudding Revival Assessment record</b></p> <p><b>Summative assessment</b></p> <p>Overall, students should make progress in relation to the learning objectives planned for the unit. The formative assessment records kept during the unit (see column 1) should indicate which of the following three levels of expectation best describes what students have achieved. This can be checked at the end of the unit and feedback given to students.</p> <p><b>End of unit expectations/outcomes</b></p> <p><b>Most students will have:</b></p> <ul style="list-style-type: none"> <li>◊ shown what they know about designing and making</li> <li>◊ gathered and used information from a range of sources</li> <li>◊ developed dishes from scratch successfully using a range of making skills</li> <li>◊ applied understanding of wise food shopping</li> </ul> <p><b>Some (more able) students will have:</b></p> <ul style="list-style-type: none"> <li>◊ demonstrated an in-depth understanding of designing and making</li> <li>◊ gathered and used information from a range of sources</li> <li>◊ applied this depth of knowledge in their product development work</li> </ul>	<p>Great British bake off series to show how new ideas can be incorporated into traditional puddings</p> <p>Recipes, ingredients and equipment as required</p>
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<p>attributes, egs. colour, texture and flavour</p> <ul style="list-style-type: none"> <li>◊ show an awareness of wise food shopping, value for money and product comparison</li> <li>◊ recognise hazards and take action to manage and control them, eg. by applying HACCP principles</li> <li>◊ comment critically on finished products</li> </ul>	<p>spin on things by developing a sweet pudding recipe into a savoury one. Alternatively students could evaluate the Roald Dahl recipes and come up with some pudding ideas based on Roald Dahl's stories or his Revolting Recipe book. The <b>Working to a specification</b> sheet could be used to extend the more able students and as a way of helping them to record their development work.</p>	<ul style="list-style-type: none"> <li>◊ developed products from scratch successfully using a good range of making skills</li> <li>◊ shown a good understanding of wise food shopping</li> </ul> <p><b>A few (less able) students will have:</b></p> <ul style="list-style-type: none"> <li>◊ shown some knowledge of designing and making</li> <li>◊ with direction, gathered and used information from a range of sources</li> <li>◊ used some making skills to produce a number of products from scratch</li> <li>◊ shown some awareness of wise food shopping</li> </ul>	
<p><b>Students will be taught how to:</b></p> <p><b>Designing skills</b></p> <ul style="list-style-type: none"> <li>◊ use a range of information sources including the Internet to find out about nutrition and meal planning</li> <li>◊ use a variety of designing techniques to help develop their designing skills, egs. 4x4, PMI, Morphology</li> <li>◊ generate ideas based on specific user groups</li> <li>◊ clarify ideas and develop criteria for their designs</li> </ul>	<p>This unit explores the different ways in which foods may be combined into successful casseroles and stew based dishes and products. Introduce the fact that a stew or casserole is a basic dish that features in many cuisines throughout the world. It is usually created in one pot/pan in the oven or on the hob/stove top and left to cook slowly so that flavours blend and fuse together. The <b>In a Stew PowerPoint</b> may be used as stimulus material and students may be asked to add their own ideas.</p> <p>Display and discuss how pasta, rice and potatoes (staple foods, starchy carbohydrates) may be combined with other foods to create balanced meals. Make and evaluate a range of these dishes recording results on the <b>In a Stew development sheet</b>. The <b>Stew on it recipe sheet</b></p>	<p><b>Formative assessment</b></p> <p>Students should be assessed during the unit of work against the objectives above which were the focus of the unit's teaching. A simple scale may be used to keep track of their progress:</p> <p><b>3</b> independently met the required objective with confidence (advanced)</p> <p><b>2</b> with some support met the required objective (competent)</p> <p><b>1</b> needs further development in order to meet the required objective (practising)</p> <p>Refer to <b>In a Stew Assessment record</b></p> <p><b>Summative assessment</b></p> <p>Overall, students should make progress in relation to the learning objectives planned for the unit. The formative assessment records kept during the unit (see column 1)</p>	<p>In a stew ppt</p> <p>In a stew development sheet</p> <p>In a stew recipes</p> <p>Look at the labels doc</p> <p>Open topped pies</p> <p>Scotch eggs</p> <p>Thai curry kit</p> <p>What makes it greek?</p> <p>Recipes, ingredients and equipment as required</p>

<ul style="list-style-type: none"> <li>◊ describe and represent ideas through discussion, drawing, testing, trialling and modelling</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>◊ plan and organise making</li> <li>◊ use a range of techniques to measure, prepare, peel, chop, slice and combine materials</li> <li>◊ take account of working characteristics of materials, eg. thickening of sauces</li> <li>◊ work safely and hygienically</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>◊ use knowledge about the Eatwell Plate, nutrition and meal planning gained from research and evaluation</li> <li>◊ combine ingredients to create the required sensory characteristics/product attributes, eg. colour, texture and flavour</li> <li>◊ show an awareness of wise food shopping, value</li> </ul>	<p>provides a range of basic stew and casserole recipes which are available in the <b>FoodForum PowerPoint recipes</b>.</p> <p>Analyse the constituent parts of a number of pre-prepared meals, specifically examples that are casserole/stew based. Discuss labelling information. Produce a class or group list or an image board that students can refer to for ideas. Carry out costing exercises and discuss value for money and wise food shopping. Use the <b>Compare &amp; Contrast sheets</b> with students to develop evaluation skills and food knowledge.</p> <p>Present students with the current dietary guidance on healthy eating and the Eatwell Plate model. Get students to complete a worksheet, set of questions or online activities about the nutritional needs of people of different ages, occupations and gender. Good web sites to use include: <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>; <a href="http://www.food.gov.uk">www.food.gov.uk</a>; <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> and the Licence to Cook website.</p> <p>Following on from this, get students to design and make a Fusion Stew with a particular user group in mind, eg. adults, vegetarian teenagers. It should be served with their choice of a starchy carbohydrate/wholegrains. They should refer to the nutritional information they researched when developing their ideas and ensure that they address this in their specification. Use the <b>4x4</b> technique to generate their ideas.</p>	<p>should indicate which of the following three levels of expectation best describes what students have achieved. This can be checked at the end of the unit and feedback given to students.</p> <p><b>End of unit expectations/outcomes</b></p> <p><b>Most students will have:</b></p> <ul style="list-style-type: none"> <li>◊ shown what they know about nutrition and meal planning and applied information practically</li> <li>◊ gathered and used information from existing products to develop ideas</li> <li>◊ developed main course meals successfully using a range of making skills</li> <li>◊ applied an understanding of wise food shopping</li> </ul> <p><b>Some (more able) students will have:</b></p> <ul style="list-style-type: none"> <li>◊ demonstrated an in-depth understanding of nutrition and meal planning</li> <li>◊ gathered and used information from existing products and research to develop ideas</li> <li>◊ applied this depth of knowledge in their product development work</li> <li>◊ developed main course dishes successfully using a good range of making skills</li> <li>◊ shown a good understanding of wise food shopping</li> </ul> <p><b>A few (less able) students will have:</b></p> <ul style="list-style-type: none"> <li>◊ shown some knowledge of nutrition and meal planning</li> </ul>	
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<p>for money and information on labels</p> <ul style="list-style-type: none"> <li>◊ recognise hazards and take action to manage and control them, eg. by applying HACCP principles</li> <li>◊ comment critically on finished products</li> </ul>	<p>If the product were to be manufactured in volume, how would its shelf-life be preserved and in what form would it be sold, egs. frozen, cook-chilled, dried etc - the Product Case Studies area of <a href="http://www.activekidsgetcooking.org.uk">www.activekidsgetcooking.org.uk</a> may be used as a reference. Ask students to produce a flow chart or diagram, perhaps using the PC, to show how the manufacturing process would be controlled.</p>	<ul style="list-style-type: none"> <li>◊ with direction, gathered and used information from existing products to develop ideas</li> <li>◊ used some making skills to produce a number of main course meals</li> <li>◊ shown some awareness of wise food shopping</li> </ul>	
<p><b>Students will be taught how to:</b></p> <p><b>Designing skills</b></p> <ul style="list-style-type: none"> <li>◊ use a range of information sources including the Internet to research what makes a British dish</li> <li>◊ use a variety of designing techniques to help develop their ideas, egs. 4X4, Now for Something Completely Different, Morphology</li> <li>◊ generate ideas based on specific traditions</li> <li>◊ clarify ideas and develop criteria for their designs</li> <li>◊ describe and represent ideas through discussion, testing, trialling and modelling</li> </ul>	<p>This unit explores traditional British dishes - starters, main courses and desserts - and builds on skills that may have been developed elsewhere during the key stage e.g. pastries, sauces, casseroles, stews, soups, bakes, salads and puddings. It allows students to revisit previous favourites and develop practical skills and creative thinking further.</p> <p>Look at the <b>Traditional British Meals</b> pdf - do students feel this is a representative sample? What other dishes would they include? Discuss with students what makes a British dish and draw up a set of criteria. Use the 'What makes it ..' cards to help students explore the key features of different cuisines. Explore the fact that, since the UK is a multi-cultural society, we enjoy a mix of cultures and traditions in many aspects of life including food. Consider how we borrow and develop ideas from the many cultures that make up the UK. Ask students to share examples from their own cultural backgrounds. Study the <b>Thai Curry Kit</b></p>	<p><b>Formative assessment</b></p> <p>Students should be assessed during the unit of work against the objectives above. A simple scale may be used to keep track of their progress:</p> <p><b>3</b> independently met the required objective with confidence (advanced)</p> <p><b>2</b> with some support met the required objective (competent)</p> <p><b>1</b> needs further development in order to meet the required objective (practising)</p> <p>Refer to <b>Best of British Assessment record</b></p> <p><b>Summative assessment</b></p> <p>Overall, students should make progress in relation to the learning objectives planned for the unit. The formative assessment records kept during the unit (see column 1) should indicate which of the following three levels of expectation best describes what students have achieved. This can be checked at the end of the unit and</p>	<p>Fish pie Meal deal recipes My perspective Recipes, ingredients and equipment as required</p>

<p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>◊ plan and organise making</li> <li>◊ use a range of techniques to prepare and cook dishes</li> <li>◊ work safely and hygienically</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>◊ develop knowledge about food preparation skills</li> <li>◊ combine ingredients to create the desired sensory characteristics/product attributes, egs. colour, texture and flavour</li> <li>◊ show an awareness of wise food shopping, value for money and information on labels</li> <li>◊ recognise hazards and take action to manage and control them, eg. by applying HACCP principles</li> <li>◊ comment critically on finished products</li> </ul>	<p>card. What ingredients would students put in a British kit?</p> <p>Get students to provide 'master classes' to introduce or revise specific dishes or skills egs pastry making, sauces to one another.</p> <p>In pairs, get students to use the Internet and cook books to research regional foods and traditions and to produce a mood board that communicates the main features of food from their region. (Try out <a href="http://www.skillspace.co.uk/design_technology/14to16/product_development/its_a_gift.asp">www.skillspace.co.uk/design_technology/14to16/product_development/its_a_gift.asp</a> to teach the concept of mood boards). Discuss as a class what they have discovered. Draw up a short list of ideas that they could develop from each of the Best of British starter, main course and dessert categories.</p> <p>Set students the task of finding out what ingredients can be sourced regionally and locally and to use these to make and evaluate dishes typical to their region. Include discussions about where our food comes from and fair trade issues. Use the Issues and Values sheet on Page 10 of <b>Active Kids08</b> to support these activities.</p> <p>Britain's Best Dish is a popular TV programme where contestants cook starters, main courses and desserts and compete to develop and make the Best of British dishes. Use <a href="http://www.itv.com/Lifestyle/BritainsBestDish">www.itv.com/Lifestyle/BritainsBestDish</a> for ideas and inspiration and ask students to discuss in groups what makes a winning dish.</p>	<p>feedback given to students.</p> <p><b>End of unit expectations/outcomes</b></p> <p><b>Most students will have:</b></p> <ul style="list-style-type: none"> <li>◊ shown what they know about recipe development</li> <li>◊ gathered and used information from existing products and the Internet to develop ideas</li> <li>◊ developed dishes from scratch successfully using a range of making skills</li> <li>◊ applied understanding of wise food shopping</li> </ul> <p><b>Some (more able) students will have:</b></p> <ul style="list-style-type: none"> <li>◊ demonstrated an in-depth understanding of recipe development</li> <li>◊ gathered and used information from existing products and Internet research</li> <li>◊ applied this depth of knowledge in their product development work</li> <li>◊ developed recipes from scratch successfully using a good range of making skills</li> <li>◊ shown a good understanding of wise food shopping</li> </ul> <p><b>A few (less able) students will have:</b></p> <ul style="list-style-type: none"> <li>◊ demonstrated some knowledge of recipe development</li> <li>◊ with direction, gathered and used information from the Internet and existing products to develop ideas</li> <li>◊ used some making skills to produce a number of recipes from scratch</li> <li>◊ shown some awareness of wise food shopping</li> </ul>	
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Encourage them to include locally sourced ingredients using information from previous task. You may wish to view and evaluate one of the TV programmes with students, or ask them to do this for homework. Use the **4x4**, **Morphology** or **Now for Something Completely Different** designing techniques to help students to develop their ideas. You may also wish to use the Fusion Cooking sheet on Page 12 of **Active Kids08**. Build in requirements for students to analyse the cost and nutritional value of their dishes. They should describe their dish on the Best of British entry form. An evaluation panel of judges (eg teachers, parents, students, local retailers or chefs) could be set up to judge the finished dishes and decide which starter, main course and dessert should win the title of Best of British. Students could consider how their dish might be marketed using the **From my perspective** sheet. For a variation on the Best of British theme give the task a twist relevant to your region eg Best of Yorkshire, Best of Cornwall.