

Design Technology: Applying dietary need knowledge to a brief – Year 9 - 8 lessons	
Applying prior knowledge with a higher level of independence to meet a given brief	
Substantive knowledge: Practical (knowing what) Creating dishes that meet the needs of people depending on a range of different factors	Substantive knowledge: Theoretical Design/Designers Cameron Laidaw – 2022 European street food award winner
Ingredients	Students choose their own ingredients to meet the given brief
Equipment	Students choose their own equipment in order to create their chosen dish
Key vocabulary	Seasonality, traceability, consumer balance, sustainability, food waste, food choice, ethics, culture, religion
Reading	Encourage scanning technique to pick out important information regarding nutritional needs
Golden threads – research, design, make, evaluate	Research different recipes and religions Design a menu to meet the given brief make the designed dish evaluate food products made for quality, taste, appearance and fitness for purpose.
Cultural capital	Exploration of different cultures and religions and experience different food types
What prior knowledge needs to be revisited to underpin the learning of new content	Hygiene and food safety Religion and cultures Key terminology in the brief
Common Misconceptions	<ul style="list-style-type: none"> - Students fail to meet the brief because they make something they like instead of meeting the needs of the group - Students can be ambitious as to what can be achieved in the time given
How can the content be extended for HPA?	<ol style="list-style-type: none"> 1. More independence in practical tasks encouraged with the aid of instructions 2. Higher level of technical terminology and greater descriptive detail expected in evaluation
How can the content be adapted for SEND	<ol style="list-style-type: none"> 1. Instructions/ tasks chunked on cream paper with wide spaces between words if required 2. More support in practical work may need to be given depending on the nature of the need. 3. Some may produce a less technical outcome in practical work depending on the nature of the need 4. Evaluation outline if required 5. Sentence starters 6. Examples 7. Scaffolded examples
What is the homework?	<ol style="list-style-type: none"> 1. edpuzzle quiz on seasonality 2. edpuzzle quiz on traceability 3. Edpuzzle quiz on meal options

DT Intent - Developing students to be informed consumers, provide life skills for adulthood, including leisure and mental health, and for a wide range of careers

Lesson objectives <i>and misconceptions</i>	Assessment and <i>success criteria</i>
<ol style="list-style-type: none"> 1. Identify how environmental factors can impact meal planning 2. Identify how availability can affect meal planning 3. Identify the key elements of the brief and analyse what needs to be considered to meet the brief 4. Identify a range of dishes that meet the brief 5. analyse a shortlist of dishes against the brief to identify the best one to adapt and make 6. adapt chosen meal and describe how it meets the brief. Produce a time plan for preparation and cooking the dish 7. Produce the chosen meal – Increased independence in practical and working to a time plan 8. Evaluate the chosen meal including how it met the brief 	<ol style="list-style-type: none"> 1. Class discussion and peer feedback. <i>Students should identify most common factors that affect meal planning</i> 2. Q&A, quick quiz. <i>Students should be able to name factors that would limit availability</i> 3. Teacher written feedback. <i>Students should have identified several areas to consider when choosing recipes</i> 4. Class discussion and peer feedback. <i>Students should have selected more than two possible dishes</i> 5. Questioning and verbal feedback. <i>Students should have produced a comparison of the dishes to justify the chosen dish</i> 6. Questioning and verbal feedback. <i>Students should have a clear plan time plan for their adapted chosen dish</i> 7. RAG, self-assess, teacher observation sheet. <i>Dish should be complete and largely made according to the timeplan</i> 8. Teacher final grade on SIMS. <i>Evaluation should consider factors that affect dietary choices, quality, taste and presentation</i>