

Design Technology: Food health and safety – Year 7 - 15 lessons	
Knowing how to store and prepare food safely	
Substantive knowledge: Practical (knowing what)	Substantive knowledge: Theoretical Design/Designers
Personal safety, food safety and preventing cross-contamination, chopping, mixing	Food inspectors – with environmental health officer
Ingredients	Wraps, lettuce, Mayonnaise, chicken, bacon
Equipment	Chopping boards, knives
Key vocabulary	Food safety, cross contamination, physical, chemical, bacteria, allergy, prevention, bridge and claw cut, temperatures.
Reading	Encourage scanning technique to pick out important information regarding design briefs and design influences
Golden threads – research, design, make, evaluate	Research into types on contaminates Design a poster to reinforce knowledge make simple foods safely and hygienically evaluate food products made for quality, taste and appearance.
Cultural capital	Exploration of how to stay safe and cook food – not all children will get the opportunity at home
What prior knowledge needs to be revisited to underpin the learning of new content	Handwashing routine, washing up, routine of preparing to cook
Common Misconceptions	<ul style="list-style-type: none"> - Temperatures for food safety – students get confused between oven temperature and core temperature - Food storage – which foods should be at the top and bottom in a fridge
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?	1. edpuzzle quiz on cross-contamination
Lesson objectives <i>and misconceptions</i> 1. Identify hazards and prevention in a kitchen	Assessment and <i>success criteria</i> 1. Class discussion and peer feedback. <i>Students should identify most common hazards and be able to suggest how to prevent injury</i>



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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

<ol style="list-style-type: none">2. Identify key temperatures for food safety and dirty sandwich hazards3. Produce a wrap dish4. Identify how different types of cross-contamination occur	<ol style="list-style-type: none">2. Q&A, quick quiz. <i>Students should be able to find information on correct temperatures for food safety and identify hazards when making a sandwich.</i>3. RAG on the board – self-assess. <i>wrap should be complete and made according to the recipe</i>4. Questioning and verbal feedback. <i>Students should be able to identify most situations where cross-contamination can occur</i>
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