

Design Technology: Understanding food choices Year 8 - 8 lessons		
Knowing the key elements to eating healthily in everyday life		
Substantive knowledge: Practical (Knowing what) Cooking with leftovers Adapting recipes for special diets	Substantive knowledge: Theoretical Design/Designers Jamie Oliver – Promotes healthy food choices Paula Deen – Adapts recipes for medical conditions	Disciplinary knowledge (Knowing how to) Know how the body’s needs change with age and medical conditions Know how to reduce waste food
Ingredients Mince, chopped tomato, chilli, kidney beans, tomato puree, onion, garlic, pepper, stock cube, flour, standard left overs that students will have access to from home (ie – left overs from roast dinner)		Equipment Knife, chopping board, oven, hob, baking tray, saucepan/frying pan, spoon, tin opener, wooden spoon, fish slice, baking parchment, bowls
Key vocabulary	Macronutrients, micronutrients, carbohydrates, vitamins, minerals, fat, fibre, protein, allergies, intolerances, heart disease, diabetes, frying, grilling, simmering, coronary heart disease, malnutrition, overnutrition, balanced diet	
Golden threads – research, design, make, evaluate	Research macro and micronutrients. Design a nutrient ‘human’ make products that include macro and micronutrients evaluate practical outcomes	
Cultural capital	-Exploration of how others may have different diets but food can be equally as interesting because of it – enhancing natural flavours without additives (sugar/salt) -Exploration of ways students can have a positive impact on reducing waste food and save money and giving opportunities to create new dishes with left overs. - Exploration of British values and traditions through the importance of reducing food waste and how this conception has changed since rationing era.	
What prior knowledge needs to be revisited to underpin the learning of new content	Segments of eat well guide Basic functions of carbohydrate, protein and fibre Cooking methods	
Common Misconceptions	Allergies and intolerances are different The difference between best before and use by dates on food	
How can the content be extended for HPA?	More independent practical work with methods Higher level terminology used Greater depth for evaluation	
How can the content be adapted for SEND	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.	

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	<ol style="list-style-type: none"> 3. Methods printed with a tick box per step 4. Some may produce a less technical outcome in practical work depending on the nature of the need 5. Evaluation outline if required 6. Sentence starters 7. Examples 1. Scaffolded examples
<p>What is the homework?</p>	<ol style="list-style-type: none"> 1. edpuzzle quiz nutrients 2. edpuzzle quiz medical factors that affect diet 3. edpuzzle quiz cooking methods and nutrients
<p style="text-align: center;"><i>Lesson objectives</i></p> <ol style="list-style-type: none"> 1 Identify and describe how our age can change the nutrients we need 2. Describe what is meant by a medical factor and how these can impact food choice (diabetes, CHD, allergies and intolerances) 3. Identify different cooking methods and describe how they can impact nutrients and health 4. Identify components of a recipe that can be modified for someone with heart disease and describe how this can benefit 5. Design a healthy ready meal to meet a mini brief – be able to justify why the meal works to the brief (links with age and CHD/Diabetes) 6. Healthy Chilli – Practical . 7. Identify how food preparation has changed throughout the years 8. Describe the impact of food waste and how we can minimise it including the use of leftovers to make new meals 9. Leftovers – Practical 	<p style="text-align: center;"><i>Assessment and success criteria</i></p> <ol style="list-style-type: none"> 1. Q&A, self assess, exit quiz. <i>Students should be able to explain the main life stages where our nutrient needs change</i> 2. Q&A, self assess, peer reviews, match ups, exit quiz. <i>Students should be able to state how an intolerance is different to an allergy, the main allergies and intolerances, and main requirements for heart disease and diabetes</i> 3. Q&A, self assess, exit quiz, match ups. <i>Students should be able to state the affects of different cooking types such as frying, grilling, boiling, roasting etc on the nutrient levels</i> 4. Q&A, self assess, peer assess. <i>Students should be able to pick out at least one area in a recipe that could be adapted to make it healthier for someone with heart disease</i> 5. Q&A, self assess, peer review. <i>Students should be able to justify why their chosen meal meets the brief</i> 6. Q&A, self assess, teacher ob sheet, RAG. <i>Students should make a healthy chilli dish that is complete and matches the recipe.</i> 7. Q&A, self assess, exit quiz. <i>Students should recall the main differences in food preparation historically</i> 8. Q&A, self assess, peer review, exit quiz. <i>Students should be able to describe the main ways of minimising food waste</i> 9. Q&A, self assess, teacher ob sheet, RAG. <i>The dish should be complete and made using standard leftover ingredients e.g. mash potato</i>



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10. Evaluation - Identify and describe the impact of medical conditions on the diet and how we can reduce waste.

10. Q&A, self assess, peer review. Final grade on SIMS. Students should summarise their learning in this unit