

Design Technology: Understanding special dietary needs– Year 9 - 10 lessons		
Understanding how to design and prepare dishes for groups with different nutritional needs e.g. allergies, intolerances, religion, medical such as diabetes		
Substantive knowledge: Practical (knowing what)	Substantive knowledge: Theoretical Design/Designers	Disciplinary knowledge (knowing how to)
Preparing dishes for groups with different nutritional needs e.g. such as ethical, religious and cultural reasoning Presenting food	Simon Rimmer – quick and easy dishes, Paul Hollywood – Baking, Nisha Katonia – Indian street food, Hugh Fernley Whittingstall- seasonal, ethically produced food	Know how special dietary needs impact food choices
Ingredients	Filo pastry, curry powder, peas, chicken, breadflour, yeast, sugar, risotto rice, vegetables, stock cubes, potatoes, mince, garlic, soy sauce, ginger, Worcestershire sauce, chilli powder, ramen noodles, pork/chicken	
Equipment	Chopping boards, knives, oven, bowls, hob, baking paper, frying pan, cutlery, plate, garlic crusher, grater, spoon, saucepan	
Key vocabulary	Energy, macronutrients, micronutrients, special dietary needs, seasonality, traceability, consumer, sustainability, food waste, ethics, culture, religion, vegetarian, vegan, Genetically modified, organic, food miles	
Reading	Encourage scanning technique to pick out important information regarding nutritional needs.	
Golden threads – research, design, make, evaluate	Research different religion and cultures Design a menu to a budget which incorporates a culture make the cultural tasting dish evaluate food products made for quality, taste, appearance and fitness for purpose.	
Cultural capital	Exploration the dietary needs of groups other than their own to develop empathy and understanding Exposing students to new tastes and flavours	
What prior knowledge needs to be revisited to underpin the learning of new content	Energy sources Hygiene and food safety Healthy diets from a variety and balance of food	
Common Misconceptions	<ul style="list-style-type: none"> - Students misunderstand religion and culture and assume they are the same. - Students can become confused with religious dietary needs 	
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 	

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

<p>What is the homework?</p>	<ol style="list-style-type: none"> 1. edpuzzle quiz on medical dietary need 2. edpuzzle quiz on religion and dietary need 3. Edpuzzle quiz on environmental/sustainable food choices
<p style="text-align: center;"><i>Lesson objectives and misconceptions</i></p> <ol style="list-style-type: none"> 1- Identify popular foods in western cultures and give examples 2- Identify popular foods in Eastern cultures and give examples 3- Samosa – Practical - Incorporate higher skills – consolidate different cultural tastes 4- Identify how religion can impact food choice 5- Ramen Bowl practical - Incorporate higher skills – consolidate different cultural tastes 6- Identify and describe how ethical choices such as being a vegan and vegetarian can impact food choice (– links with religion as some religions follow vegan/vegetarian diets.) 7- Consumer information & GM foods/Organic - Identify and describe how ethical (assurance schemes and organic) choices can impact food choice 8- Availability (food) Seasonality, food miles - Identify and describe how the availability of food and the impact of food miles can influence food choice as well as how cultures use seasonality within their dishes. 9- Identify and describe how the costing of meals can impact a special diet and impact food choice. 10- Evaluation - Identify, describe and explain how religion, culture and ethical choices impact food choice. 	<p style="text-align: center;"><i>Assessment and success criteria</i></p> <ol style="list-style-type: none"> 1 - Q&A, self assess, peer review, match ups, exit quiz. <i>Students should be able to give a variety of traditional western foods from different areas</i> 2 - Q&A, self assess, peer review, match ups, exit quiz. <i>Students should be able to give a variety of eastern foods from different areas</i> 3 - Q&A, self assess, teacher ob sheet, RAG. <i>Samosa should be complete and match the recipe</i> 4 - Q&A, self assess, peer review, exit quiz, match ups. <i>Students should be able to state some of the major ways religion impacts diet e.g. vegetarianism</i> 5 - Q&A, self assess, teacher ob sheet, RAG. <i>Dish should be complete and match own recipe choice</i> 6 - Q&A, self assess, peer review, exit quiz. <i>Students should be able to state alternatives and options in ethical food choices</i> 7 - Q&A, self assess, peer review. <i>Students should know where to find information to be able to make ethical food choices</i> 8 - Q&A, self assess, peer review, exit quiz. <i>Students should be able to state the benefits of considering seasonality and food miles on diet and food cost</i> 9 - Q&A, self assess, peer review. <i>Students should identify factors that affect the cost of food</i> 10 - Q&A, self assess, peer review. Final grade on SIMS. <i>Students should summarise learning in this unit</i>