

WEEK /ACTIVITY/ LEARNING OBJECTIVES (HOMEWORKS IN BRACKETS)	ASSESSMENT OPPORTUNITIES	SKILLS	
<ol style="list-style-type: none"> 1. Familiarisation in the Design Technology kitchen, washing hands, wearing apron, hygiene, safety and where to find equipment. Recap questionnaire of Kitchen safety rules. See PPT 1. 2. Understand how to prepare and make cakes, students bring in ingredients, safe use of blender. Washing up and wiping countertops to prevent bacteria. See PPT2 3. Understand how to prepare and cook burgers, students bring in ingredients, learn safe use of the hob and microwave, weighing and measuring using scales and spoons. Washing up and wiping countertops to prevent bacteria. See PPT 3. 4. Understand how to prepare and cook spicy chicken wings, creating their own sauce. Students bring in ingredients; learn safe use of the oven and precautions with chicken. Sources of eggs and risks associated safe use of whisk and fork. Washing up and wiping countertops to prevent bacteria. See PPT4 5. Understand how to prepare and cook chilli and taco curry, students bring in ingredients, learn safe use of the hob and sauce pan, food poisoning and risks associated with chicken and beef. Washing up and wiping countertops to prevent bacteria. See PPT5 6. Understand how to prepare and bake sausage rolls, students bring in ingredients, learn safe use of the oven and oven cloth, safe handling of raw meat, re-familiarisation of different types of pastry, use of oven tray. Washing up and wiping countertops to prevent bacteria. See PPT6 7. Understand how to prepare and cook pancakes students bring in ingredients, learn safe use of frying pan and use of hob. Washing up and wiping countertops to prevent bacteria. See PPT7 	<ol style="list-style-type: none"> 1. Teacher assessment, peer assessment, homework 1 set cake ingredients. 2. Teacher assessment, homework 2 set burgers ingredients 3. Teacher assessment, homework 3 set spicy chicken wings ingredients 4. Teacher assessment, homework 4 set chilli and taco curry ingredients 5. Teacher assessment, homework 5 set sausage rolls ingredients 6. Teacher assessment, homework 6 set pancakes ingredients 	<p>Hygiene Health and Safety Weighing and measuring ingredients Safe use of equipment Safe use of ovens Safe use of hobs Safe use of blenders Safe use of grill Facts about food poisoning Learning about different foods and recipes. Tasting and testing food Understanding different spices</p>	
		PROGRAMMES OF STUDY	
		<p>1.1a, 1.1c, 1.1d, 1.2b, 1.3a, 1.4a, 1.4b, 1.4c, 2a, 2b, 2d, 2f, 2h, 3b, 3c, 4d, 4f, 4g</p>	
LINKS WITHIN SUBJECT AND CROSS CURRICULAR	LEARNING STYLES (VAK)	ASSESSMENT METHOD	
<p>Art: presentation of dishes. English: Communicating ideas by trying different ingredients; use of technical language. ICT: Using internet to expand on recipes provided as homework tasks to see how dishes are made</p>	<p>V : Power point, ICT work A : Question & Answer sessions, AFL</p>	<p>AFL throughout the project. Self/peer assessment throughout- worksheet to complete at the end of the</p>	

and any additional ingredients that could be added. Mathematics: Measuring and weighing ingredients.	Throughout K : making recipes	project. Unit formally marked. Overall grade given at the end of the unit
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Citizenship	Links with unit of work
a political, legal and human rights, and responsibilities of citizens	Tidying away together
b the roles of the law and the justice system and how they relate to young people	Safety in the kitchen
c key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections	Voting on best dishes
d freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account	Discussing dishes and different ingredients that could be added
e actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment	Using particular methods of disposing of food items and packaging
f strategies for handling local and national disagreements and conflicts	
g the needs of the local community and how these are met through public services and the voluntary sector	Taking part in hunger awareness week
h how economic decisions are made, including where public money comes from and who decides how it is spent	Costs of particular ingredients

Economic Wellbeing and Financial Capability	
a different types of work, including employment, self-employment and voluntary work	Fair trade ingredients compared to shop brands
b work roles and identities	Team activities
c the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)	Fairtrade awareness of working conditions
d the personal review and planning process	Evaluation and analysis of research/self/peer assessment
e skills and qualities in relation to employers' needs	Selecting ingredients
f a range of economic and business terms, including the effect of competition on product and price	Commercial costs and prices
g personal budgeting, money management and a range of financial products and services	Learning about costs of ingredients
h risk and reward, and how money can make money through savings, investment and trade	
i how businesses use finance	
j social and moral dilemmas about the use of money.	The environmental aspects of project

Personal Wellbeing	
a examples of diverse values encountered in society and the clarification of personal values	
b the knowledge and skills needed for setting realistic targets and personal goals	Throughout in time setting/planning Self/peer assessment. Formal assessment
c physical and emotional changes as we develop	
d human relationships & reproduction	Hygiene/teamwork

e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others	
f how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise	Healthy food/options available
g ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations	Health and safety guidelines