

Year Group: Year 6	Term: Autumn	Topic: Food
NC Links		
To understand and apply the principles of a healthy and varied diet. To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
Other Curriculum Links		
Science - food hygiene and bacteria. PSHE - Healthy lifestyles		
Links to Caedmon Curriculum Drivers		
Healthy minds and bodies		
-knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face -Knowing that having healthy bodies and mind means we will be ready to learn and have the best chance of success		
Links to Rights Respecting		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
Links to North East Ambition		
Link a lesson to the career of a food scientist/food technologist. What does the job entail? What skills are needed in the job? Why would you need to be creative in this job? Why is an understanding of food hygiene important? What educational path do you need to take for this job? Link a lesson to the career of a dietician. What does the job entail? What skills are needed in the job? Why is it important to have an understanding about a range of different foods? Who do you work with and alongside in this job? How can an understanding of a healthy lifestyle and diet support this job? Gatsby Benchmark 4 - Linking curriculum learning to careers Gatsby Benchmark 5 - Encounters with employers and employees Gatsby Benchmark 6 - Experiences of workplaces		
Topic Overview		

Throughout this unit, children will find a suitable recipe for their course and record the ingredients and equipment needed. They will write a recipe that takes into consideration the process and be able to evaluate their work. They will explain the origin of key foods.

Possible Visits/Visitors

Visit from a dietician/food technologist/baker.

Essential Subject Skills to be covered

- To write a recipe, explaining the key steps, method and ingredients.
- To conduct research and present findings in writing and diagrams.
- To use the correct quantities of each ingredient when following a recipe.
- To adapt a recipe based on research.
- To work to a given timescale.
- To work safely, hygienically and independently.
- To evaluate a recipe, considering: taste, smell, texture and origin of the food group and taste test, giving a score
- To evaluate health and safety in production to minimise cross contamination.

Overall Learning Outcomes

By the end of this unit, children will have learned about the various ways to store food and handle ingredients. They will be developing an understanding of safe practice and how to avoid cross contamination within particular foods. They will have developed a product based on specific criteria, they will have articulated their ideas, the reasons behind their ideas, researched and refined recipes and adapted them to suit their criteria. They will be confident measuring ingredients and will have applied their skills to altering the quantity of ingredients.

Learning Intentions (for use in self-assessment at end of topic)

- To research and design a three-course meal
- To prepare a meal using a recipe
- To understand where their food comes from

- To write up a recipe
- To evaluate the final product

Sequence of lessons

The sequence of lessons alternates depending on which course the children are doing

- Children begin their sequence of lessons by researching a recipe for the course they will make.
- Depending on the course the children have decided to make, children will either prepare and make the recipes they researched/research the rearing process of fish, or make a recipe page for a class cookbook
- The children who are making the salmon main course will spend the lesson preparing and making the recipes they researched in Lesson 1, whilst the remainder of the class trace the journey food makes across the world to reach supermarkets.
- The children that are making the desserts for the course will prepare and make the recipes they researched in Lesson 1, whilst the remainder of the class find out how peppers are grown or make a recipe page for a class cookbook.

Suggested Strategies for Recording Learning

- Research and mind-map ideas about brands/products/demographics
- Taste test/blind taste different products and jot down a table likes and dislikes/similarities and differences
- Make a collage of images and determine product are most aesthetically pleasing and why
- Conduct a blind taste test of a branded product and the finished product; can consumers tell the difference?
- Conduct a blind taste of the final product test as market research; what could be improved in future?
- Photographs