


Subject: Design Technology- Food and Nutrition


Faculty: Innovation

Year Group: 8

EXCELLING (-, =, +)

	<p>All of the secure criteria plus: Describe products and look at improvements you could make to ensure a dish is healthy for different user groups.</p>	<p>All of the secure criteria plus: Discuss the cultural, moral and religious limitations which affect diets and food choices.</p>	<p>All of the secure criterion plus: To be able to evaluate moral and environmental implications of sourcing different types of foods.</p>
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SECURE

	Autumn Term	Spring Term	Summer Term
	<p>Assessment strategy: <u>Informal retrieval practice</u> <u>Teacher/Self/Peer assessment</u> Health & safety, macro nutrients, Spaghetti bolognese, Chicken Goujons, mince pies, pizza, apple plait.</p>	<p>Assessment strategy: <u>Informal retrieval practice</u> <u>Teacher/Self/Peer assessment</u> Tzatziki flatbread, foodmiles, multi-cultural food preferences, British cuisine.</p>	<p>Assessed strategy: <u>End of year standardised assessments</u> Bread making, pastry making, seasonal foods and carbohydrate theory.</p>
<p>Technical Knowledge</p>	<p>Identify, explain and explore appropriate equipment, components and techniques.</p> <p>Discuss energy needs of the target market/user.</p> <p>Describe a pane station and sauteing.</p>	<p>Everything from terms 1 and 2 plus: Understand the characteristics of different ingredients, components and processes related to healthy eating.</p> <p>Understand a range of specialist techniques such as saucemaking.</p> <p>Identify macro nutrients and British and multicultural dishes.</p>	<p>Everything from terms 1 and 2 plus: Have a broad knowledge of different ingredients and basic processes.</p> <p>Independently explore subject specific tasks regarding seasonality and key terminology such al dente and shortening.</p> <p>Recognise and explain that products/designs have to meet a range of different needs- In relation to target market</p>
<p>Evaluating</p>	<p>Compare final product against the recipe.</p> <p>Suggest improvements for product with reasons.</p> <p>Use technical terminology from examining, describing and evaluating.</p>	<p>Everything from terms 1 and 2 plus: Explain why ingredients or components have been used.</p> <p>Identify and justify any changes that could be made based on food preference.</p>	<p>Everything from terms 1 and 2 plus: Suggest alternative ingredients based on food preference and explain choices.</p> <p>Carry out investigations/tests and sensory profiles/ experiments to evaluate and analyse products.</p>
<p>Practical Making</p>	<p>Select & use a range of technical approaches.</p> <p>Work accurately when measuring and weighing.</p> <p>Produce a quality finished product.</p>	<p>Everything from terms 1 and 2 plus: Work from detailed plans.</p> <p>Use a range of equipment and electrical equipment with precision.</p> <p>Carry out a range of specialist techniques such as sauce making, (with support)</p> <p>Produce a high quality, well considered final product.</p>	<p>Everything from terms 1 and 2 plus: Carry out all tasks including weighing and measuring accurately and with precision.</p> <p>Work independently and find solutions to practical problems.</p> <p>Carry out a range of specialist techniques such as bread making independently.</p>

DEVELOPING (-, =, +)

Not yet secure with all of the criteria set out for the term.

