

Medium Term Plan
Project: You Are What You Eat



Key content – knowledge and skills	National Curriculum aims
<p>DT: Knowledge of basic nutrition and health will be assessed along with tasting a range of foods prepared. Understanding the source, seasonality and characteristics of a broad range of ingredients. Cooking through using a range of techniques will happen, including adapting and using students' own recipes and using awareness of taste, texture and smell to decide how to season dishes and combine ingredients. Most creations will be critiqued and evaluated using peer- and self-assessment, with the final piece evaluated by a judging panel. Students will also design a new school dinner menu that makes reference to the eat well guide and where the ingredients are sourced from. Students will then make three of the meals to emphasise their understanding of nutrition and health.</p> <p>Geography: Extend locational knowledge, building on students' understanding of globes, maps and atlases, to focus on a range of continents including Africa, Asia (including China and India), and the Middle East. Students will develop knowledge of their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. One country will be selected by the teacher for a detailed case study. Students will also understand the impact of food production on the environment.</p>	<p>DT: DTa1; DTa2; DTa3; DTa4 DTscC1; DTscC2; DTscC3; DTscC4; DTscD1; DTscD3 Geography: GEa1; GEa3 GEsc1; GEsc4; GEsc6</p>
<p>Key assessment points</p>	
<p>Week 3: Study maps and atlases of where food travels, breakdown of air miles and carbon footprints for a meal that they have eaten. Visit a food market and discuss where our food comes from; farm to fork write up. Locational study. Week 4: Produce the menu script to go with the dish cooked that shows the details of the eat well guide and where ingredients are sourced from. Week 5: Create a world map and local dishes poster to be displayed in the dining hall. Cooking 2nd dish of 3; tasting/judging results. Week 6: Cooking 3rd dish of 3; tasting/judging results for 3rd course results. Final product write up and completing the 5 day menu for school dinners with reference to the eat well guide and food sources.</p>	
<p>Out of lesson learning</p>	
<p>Visit to the herb garden and the Queen's Orchard in Greenwich Park or the Tate and Lyle factory. Visit Greenwich food market. Homework tasks to visit a Pure Kitchen website. The school cooks could also talk to the students.</p>	
<p>Resources</p>	
<p>Maps, atlases, research, lessons, cooking facilities & ingredients, visual, kinaesthetic activities.</p>	
<p>Christian ethos</p>	
<p>The curriculum and collaborative working involved in food technology should foster/develop:</p> <ul style="list-style-type: none"> • an atmosphere of encouragement, acceptance and respect • a sensitivity to individual needs where children's self-esteem and confidence grow and where they feel able to make mistakes without fear of criticism • partnership between adults and children 	
<p>British values</p>	
<p>When studying different cultures, students will develop respect for and tolerance of difference, including those with different faiths and beliefs and for those without faith. In understanding where food comes from and how it travels to the UK, students will develop understanding and respect for ethical trade (eg Fairtrade) and religious practices eg Halal.</p>	

Unit: You are what you eat (Masterchef Koinonia)

Weekly overview

Week	Focus
1	<p>Hook? Coca cola vs Coke zero – Cooking and seeing the sugar left behind – discussion about what this does to the body.</p> <p>DT: Where does our food come from?; Why do we eat?; What happens to what we eat? Do we need <u>all</u> that we eat? - What the body doesn't need, it gets rid of as waste. What is a nutrient? Research the nutrients needed for a healthy diet; ways in which a diet can be unhealthy; how overeating affects health; about their own dietary needs and about combining different foods to produce a balanced diet.</p> <p>Assessment: Eat well plate leaflet</p> <p>Geography: Research the geographical origins (map skills) and nutritional content of some popular foods from each of the five food groups (e.g. potatoes, sugar, cocoa, rice, yoghurt, fish, lentils (tuna/salmon?)).</p> <p>Assessment: Individual - Create a comparative bar chart and a piece of writing to support it.</p>
2	<p>DT: Plan and create (using ICT?) an entire week's balanced menu for a sports personality. Add prose text - Why should he/she opt for your menu over that of your peers'?</p> <p>Create own weeks balanced meals and explain why it would suit their lifestyles.</p> <p>Students to create a greek salad – discussion on the properties of the ingredients, how could it be further developed.</p> <p>Assessment: Individual – Week's balanced menu/ greek salad.</p> <p>Geography: Discussion and creative design discussing how the greek salad might differ for different countries around the world.</p>
3	<p>DT/Geog crossover: Students to discuss air miles and complete an airmiles activity. Students to understand the chain between farm to fork. Looking at food and are they imported/exported? If yes, (from) how far across the world? What percentage remains in the source country for domestic consumption? What climatic conditions are required for the production of the food source? How do import/exports affect the development of the country? and create their own arguments for or against import and export trading</p> <p>DT: Students to create a vegetable soup/ ratatouille looking at locally sourced foods (foods bought from the trip)</p> <p>Trip: Food market (possibly borough market)</p> <p>Assessment: Their extended writing 'import export trading'</p>
4	<p>Geography: Research the geographical origins (map skills) and nutritional content of the main ingredients in their 3 course menu. Students must explain where their food will be sourced from and explain why these are the best choices.</p> <p>DT: Students will research and design a 'come dine with me' 3 course meal. Each dish will have a nutritional breakdown to explain how it links closely to the eat well plate.</p> <p>Students will create their starters they have designed.</p>
5	<p>Geography: Create a world map and local dishes poster to be displayed in the dining hall. This could be done as a competition.</p> <p>DT: Students will cook a dish from a country. (potentially Caribbean this could focus on a dish they already know and look at ways to reduce fat/sugar content) Students to break down the dish created and look at its nutritional properties. Students could suggest alternative ways to improve/ develop the dish to make it suitable for different clients.</p>
6	<p>DT/Geog crossover and assessment: Students will create their own 5-day school dinner plan, this plan will include nutritional information and location of food source. Students will create a pitch for the 5-day school dinner plan which will include information learnt over the project.</p>