

Learning Objectives	Teaching activities	Learning outcomes	Points to note
<p><b>Children should learn to:</b></p> <p><b>Designing skills</b></p> <ul style="list-style-type: none"> <li>• use a variety of information sources including recipe books, magazines and Internet to help their designing</li> <li>• generate ideas based on existing recipes</li> <li>• clarify ideas and develop criteria for their designs</li> <li>• describe and represent ideas through discussion, drawing, testing, trialling and modelling</li> <li>• plan and manage production individually and in teams</li> </ul> <p><b>Making skills</b></p> <ul style="list-style-type: none"> <li>• select materials and manufacturing methods appropriately</li> <li>• use and adapt recipes</li> <li>• use a range of skills and techniques to set up and run production systems</li> <li>• test and evaluate ideas</li> </ul> <p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• use knowledge about systems to develop and produce products</li> <li>• use knowledge gained from research and product evaluation</li> <li>• manage production runs &amp; the realisation of ideas</li> <li>• comment critically on products and their nutritional and cost value</li> </ul>	<p>This is a unit of work that introduces the concept of food production as a system (a systematic way of producing foods consistently and to the same quality and specification).</p> <p>Introduce the concept by means of a video, eg. Classroom Videos 'Biscuits'. Get students to transfer the concept to one or two other familiar systems, egs. scones, bread - can they work out how raw ingredients are made into products in these instances?</p> <p>Follow this by carrying out a quick team system exercise, eg. making flapjacks or a simple biscuit. Consider who in the team will take the roles of: sourcing ingredients; measuring and weighing; making; baking; packaging/presenting. Appoint a member of each team as Quality Manager and one as Production Supervisor.</p> <p>The team should take a series of photos of the production process and use these to consider where the safety and quality assurance will come into their system. This can be represented as a visual flow chart or storyboard.</p> <p>Discuss with the class how they can replicate professional systems when doing their own making on a smaller scale. Dem different biscuit making methods and get students to complete a worksheet that asks them to consider biscuit making methods on different scales of production. Use DATA's 'Food Technology in Practice'.</p> <p>Carry out a market analysis of biscuits to find out about the range and varieties available. Disassemble some examples to work out by what method or system they were produced.</p> <p>In small groups students make a choice of one of the biscuit recipes they have seen demonstrated and carry out an analysis of its characteristics, then develop their own design ideas for a product that would suit a particular sector of the biscuit market, eg. low-sugar and user group, eg. children.</p> <p>They should use books, magazines, Internet for ideas and inspiration.</p> <p>Having produced a prototype and the system by which it will be produced, they carry out a consumer evaluation to consider how well the needs of the market and user group have been met.</p> <p>Results of their sensory evaluation as star profiles with a short summary evaluation.</p>	<p><b>Formative assessment</b></p> <p>Students should be assessed during the unit of work against the learning objectives in Column 1. A simple scale may be used to keep track of students' progress:</p> <p>3 excellent understanding, making outstanding progress in this aspect                  2 reasonable understanding, making good progress in this aspect                  1 very little understanding in this aspect, experiencing some difficulties, some progress</p> <p><b>Summative assessment</b></p> <p>Overall, students should make progress in relation to the learning objectives planned for the unit. The formative assessment records (see above) should indicate which of the following three levels of expectation students will achieve. This can be checked at the end of the unit and feedback given to students.</p> <p><b>End of unit expectations</b></p> <p><b>Most students will:</b></p> <ul style="list-style-type: none"> <li>• have learnt about the topic and applied the information practically</li> <li>• have gathered information from which to develop ideas</li> <li>• have taken their ideas through to a satisfactory conclusion</li> </ul> <p><b>Some will not have made as much progress and will:</b></p> <ul style="list-style-type: none"> <li>• have developed some knowledge of the topic</li> <li>• with direction, have gathered information from which to develop ideas</li> <li>• have used some designing and making skills to produce a reasonable outcome</li> </ul> <p><b>Some will have progressed further and will:</b></p> <ul style="list-style-type: none"> <li>• have developed an in-depth understanding of the topic</li> <li>• have gathered appropriate information from which to develop ideas</li> <li>• applied this depth of knowledge in their product development work</li> <li>• have developed products successfully using a range of skills</li> </ul>	<p><b>Key skills</b></p> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>• researching</li> <li>• data handling and analysis</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• trialling and prototyping</li> <li>• recipe development</li> <li>• worki out systems for producing products</li> </ul> <p><b>Managing own learning</b></p> <ul style="list-style-type: none"> <li>• time and resource management</li> <li>• self assessment and review</li> </ul> <p><b>Collaborative working</b></p> <ul style="list-style-type: none"> <li>• working as a team</li> <li>• evaluating as a group and class</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• using the computer</li> <li>• discussion of ideas with others</li> </ul> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• being an informed consumer</li> <li>• understanding different preferences</li> <li>• considering consumer needs</li> <li>• making decisions and justifying actions</li> </ul> <p><b>Resources</b></p> <p><a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a>  <a href="http://www.deliaonline.com">www.deliaonline.com</a>  <a href="http://www.garyrhodes.com">www.garyrhodes.com</a>  <a href="http://www.sainsbury.co.uk/tasteofsuccess">www.sainsbury.co.uk/tasteofsuccess</a>  <a href="http://www.safeway.co.uk">www.safeway.co.uk</a>  <a href="http://www.tesco.co.uk">www.tesco.co.uk</a>  <a href="http://www.foodforum.org.uk">www.foodforum.org.uk</a>                  RCA 'Challenges' books, Hodder &amp; Stoughton                  DATA 'Food Technology in Practice'</p>