

KS3 Bringing Baking to Life

Learning Objectives	Teaching activities	Learning outcomes	Points to note
<p>Children should learn to:</p> <p>Designing skills</p> <ul style="list-style-type: none"> • use a variety of information sources to help their designing • generate ideas based on users and purposes • clarify ideas and develop criteria for their design ideas • describe and represent ideas through discussion, drawing, testing, trialling • plan and manage the development of ideas <p>Making skills</p> <ul style="list-style-type: none"> • select materials and manufacturing methods appropriately • take account of working characteristics of materials • use a range of techniques to measure, combine, cut, form and shape materials • test and evaluate ideas as they develop and against criteria <p>Knowledge and understanding</p> <ul style="list-style-type: none"> • use knowledge about the properties of materials • combine ingredients to create the required sensory characteristics / product attributes, egs. colour, texture, shape • use knowledge gained from product evaluation • consider the quality of design ideas, eg. fitness for purpose • take account of nutrition and the functions of foods when developing ideas for products • plan and manage production • recognise hazards and take action to manage and control them, eg. by applying HACCP principles • comment critically on products and their applications 	<p>Carry out an analysis of the bread market. Make notes on types, names, prices.</p> <p>Practical - making quick snacks using bread or a bread mix.</p> <p>Conduct sensory evaluation to compare different bread types or products. Which are most popular and why?</p> <p>Decide how to record findings, egs. enter data into a spreadsheet, make charts and graphs, analyse information and draw conclusions.</p> <p>Search for information about bread and bread making on the web. Some to start with are: www.bakersfederation.org.uk www.sainsbury.co.uk/tasteofsuccess www.warburtons.co.uk</p> <p>Select useful information and pictures, download these and create a bread file for reference.</p> <p>Create a class display - sketch different breads, egs. use graphics package, or take and scan photos with digital camera, or .</p> <p>Produce a storyboard to show primary processing of wheat to flour and secondary processing of flour into bread.</p> <p>Bread making activity - dem. covering the practical skills needed and underlying science, followed by students having a go to make a batch in pairs. Making decisions about shape, size and finish and client for whom it is being produced. Include use of bread-making machine.</p> <p>Evaluate finished product against teacher-given criteria. Discussion of concept of quality and use of specifications to set a standard and for quality assurance.</p>	<p>Formative assessment</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</p> <p>2 reasonable understanding, making good progress in this aspect</p> <p>1 very little understanding in this aspect, experiencing some difficulties, some progress</p> <p>Summative assessment</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>End of unit expectations</p> <p>Most students will:</p> <ul style="list-style-type: none"> • have learnt about the topic and applied the information practically • have applied some of this knowledge to the development of product ideas • have taken their ideas through to a satisfactory conclusion <p>Some will not have made as much progress and will:</p> <ul style="list-style-type: none"> • have developed some knowledge about the topic • with prompting have applied that knowledge in developing their own ideas • have used some designing and making skills to produce a reasonable outcome <p>Some will have progressed further and will:</p> <ul style="list-style-type: none"> • have developed an in-depth understanding • applied this depth of knowledge in their product development work • have developed their product ideas successfully using a range of skills 	<p>Key skills</p> <p>ICT</p> <ul style="list-style-type: none"> • role of ICT in industrial practices • modelling • researching • data handling and analysis • graphics and presentation <p>Problem solving</p> <ul style="list-style-type: none"> • trialling and prototyping • product development • considering how industry works <p>Managing own learning</p> <ul style="list-style-type: none"> • time and resource management • self assessment and review <p>Collaborative working</p> <ul style="list-style-type: none"> • producing a class resource • working as a production team <p>Communication</p> <ul style="list-style-type: none"> • using the computer • discussion • report writing • presentation <p>Citizenship</p> <ul style="list-style-type: none"> • being an informed consumer • understanding different needs and preferences • considering appropriate use of resources • making decisions and justifying actions <p>Resources</p> <p>www.foodforum.org.uk</p> <p>www.bakersfederation.org.uk</p> <p>www.sainsbury.co.uk/tasteofsuccess</p> <p>www.warburtons.co.uk</p> <p>DATA 'Food Technology in Practice'</p> <p>RCA 'Challenges' books, Hodder & Stoughton</p> <p>Anne Barnett 'Understanding Ingredients'</p> <p>Collins, 'Food Technology'</p> <p>BNF Food Technology pack and 'If²' CD-ROM</p> <p>Linnet 'Food for a PC'</p> <p>Economats 'HACCP' CD-ROM</p>

