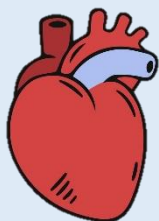


How responsible are we for our own health?

DESIGN TECHNOLOGY



Different foods and drink contain different substances – nutrients, water and fibre, that are needed for health.

Explain choice of tools and equipment, in relation to the skills and techniques they will be using.

Formulate step-by-step plans as a guide to making.

Follow procedures for safety and hygiene.

Long-term Memory Knowledge:

Carbohydrates provide the body with fuel; protein with the ability to grow and repair muscle; fats to help with the absorption of vitamins & minerals, so a varied diet makes it easier to get the nutrients the body needs.

Some foods are considered ‘better’ sources of carbohydrate, protein and fat.

Some foods are only available at certain times of the year if they are grown or reared in the UK – to have year-round availability, we need to import foods from abroad.

Much of our protein comes from animals; alternative sources of protein are nuts, seeds, pulses.

Foods can grow in different ways, e.g. underground or on trees. Some foods are grown wild and others are farmed.

Use ratio and fractions to alter the number of portions a dish can be made to serve.

Key Vocabulary

carbohydrate	body's main source of energy
protein	needed for muscle growth and repair
fat	supports the absorption of vitamins and minerals
nutrients	everything that's in your food
vitamins	required in small amounts to maintain a healthy body

minerals	required in small amounts to maintain a healthy body
sugar	a form of carbohydrate
gluten	a protein found in wheat, rye, and barley
allergy	your immune system's reaction to certain plants, animals, foods, insect bites, or other things
intolerance	exceptional sensitivity
savoury	food that is spicy or salty but not sweet
source	where something comes from

Progression in Resources:

knives, graters, partially marked measuring jugs and scales, bowls, wooden and metal spoons, rolling pins, cookie cutters, oven, grill, stove, herbs, spices, seasoning

Relevance

Now	Children can make contributions to choosing, preparing and cooking healthy meals; they can recognise what a balanced meal/diet looks like.
Future	As adults, be able to prepare and cook meals that contribute to a healthy lifestyle for themselves, their families and friends; make choices according to seasonality to reduce cost, limit air miles, support UK farmers, etc.
Aspiration	As an adult, have a career in food: a chef, nutritionist, a lecturer or teacher in food; work as or with farmers to develop sustainable farming methods that benefit the grower and consumer.

National Curriculum Links:

Understand and apply the principles of a healthy and varied diet.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Essential Prior Learning:

A varied diet is important for good health; different types of food need to be eaten for different health benefits.

Some foods are grown; some are reared or caught.

Use kitchen equipment (knife, grater, etc.) safely.

Recognise when something is cooked (and, therefore, safe to eat).

Progression in Skill:

Prepare and cook dishes, using a wide range of ingredients, using a heat source where appropriate.

Use a range of techniques: mixing, kneading, rubbing, beating and baking.

Recipes can be adapted to change the appearance, taste, texture and aroma (e.g. add herbs, spices, vegetables, cheese, types of flour).