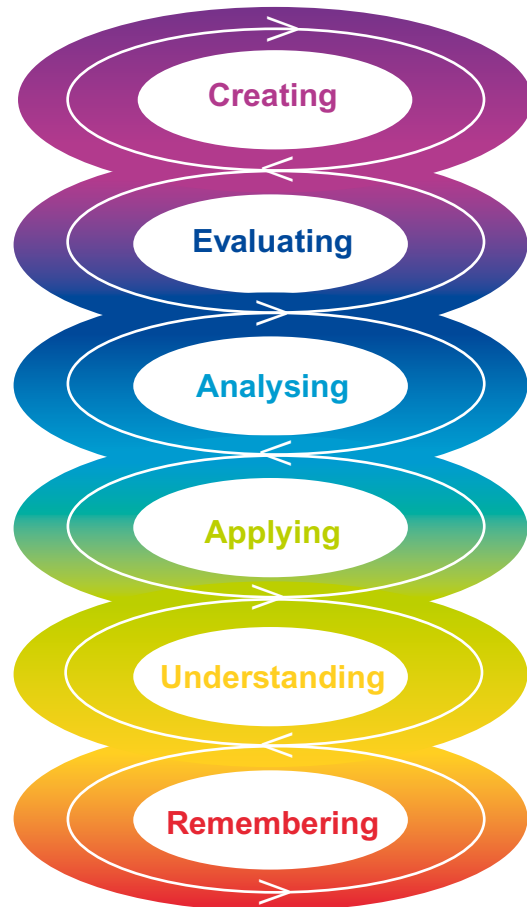


Nutrition

I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a graph/display using the information about likes or dislikes
combine ingredients from a range of choices to create a snack for a teddy bears' picnic

select and **justify** which foods I would like to eat for a snack or a main meal
rate foods I like and dislike, describing preferences

investigate which foods would be part of different celebrations/festivals
take part in a food tasting session, helping with the preparation of the foods within a given timescale

show how I am able to enjoy food with others using appropriate manners e.g. sitting with peers to enjoy a snack
choose my own snack from a range of options

compare different foods which would be eaten for breakfast, lunch, dinner, special occasion
describe the colours, texture and tastes of different fruits/vegetables

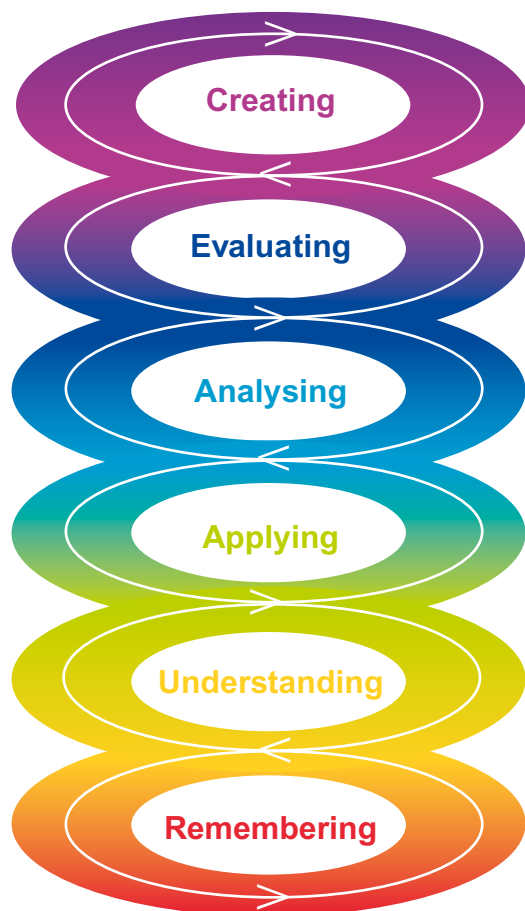
recognise and **name** different foods for occasions e.g. birthday cake, Chinese New Year
match foods that might be eaten together such as cereal with milk

Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 1-29a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

plan and **create** foods for a cultural event within a given timescale e.g. Burns Supper, Chinese New Year, harvest etc.

discuss food related issues such as 'do you think it is important for families to sit round a table at mealtimes?'

rate and taste different staple foods e.g. breads, potatoes, rice, noodles etc.

analyse the findings of the class likes and dislikes and present results using different graph styles

identify the most unusual foods tried by the class/teachers/parents

investigate the food likes and dislikes of the class

select foods that can be eaten as a packed lunch

describe to the class what good table manners are

explain what might happen in a restaurant e.g. sit at table, look at menu, decide what to have, order food etc.

compare by tasting the foods different cultures have at celebration times such as birthdays, religious celebrations etc.

describe different places where people can eat food such as at home, in a cafe or a restaurant

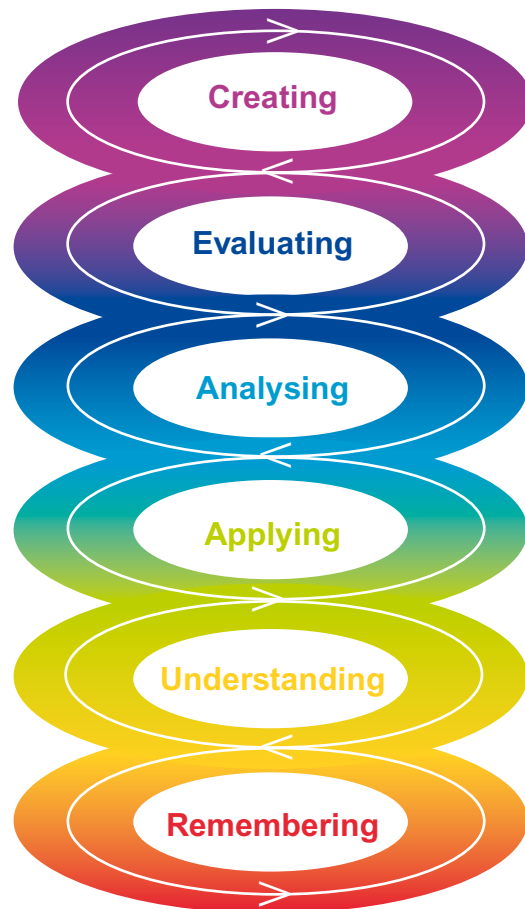
list flavours and textures of foods e.g. sweet, sour, smooth, crunchy etc.

Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 2-29a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

devise a set of guidelines for good manners in the dining hall.
plan a community event and **create** suitable food e.g. World War One themed tea dance, literacy themed event for nursery pupils

select and **prepare** fruits/vegetables from each colour for a tasting session
discuss your thoughts on food related issues such as 'why should we eat five portions of fruit and vegetables a day?'

illustrate the range of colours of fruits and vegetables e.g. present as a rainbow
explain why we should have a 'colourful' diet

translate a menu from a foreign country
practice ordering foods in another language

demonstrate using role play how to order food in a restaurant, take turns of being server/customer
find out about how other cultures eat, are their meal times like ours?

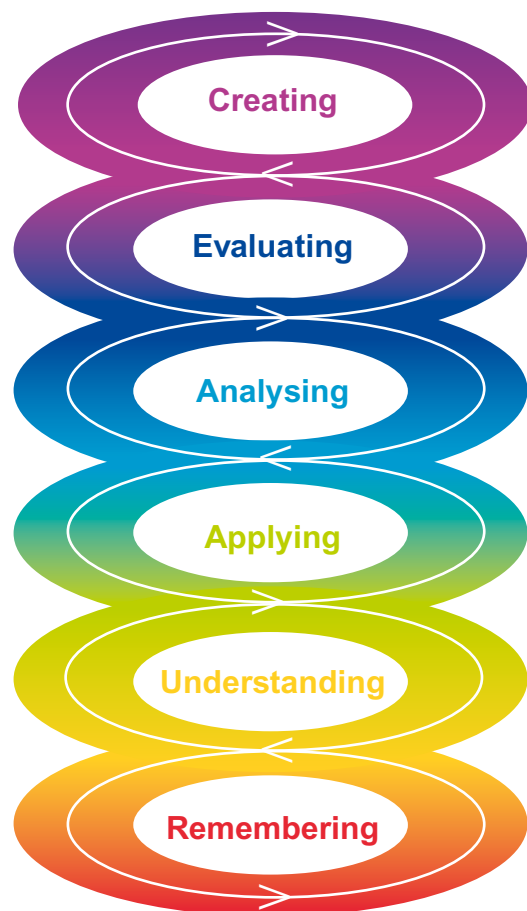
describe the taste/texture of a range of fruit and vegetables
write out a menu for a community event/restaurant

Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 3-29a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a soup using locally sourced produce
develop a bread/bread style product e.g. flat bread, savoury scone to serve with the soup using a diversity of ingredients

choose and **prepare**, managing time appropriately, a selection of foods to be served at a school event
rate a selection of similar foods such as a selection of cheeses or a variety of different apples

investigate using practical food examples the senses that are used when eating such as sight, smell, taste and touch
explain why different countries have different staple foods

calculate the costs of the ingredients of a dish you have prepared
produce foods based on staple foods e.g. Commonwealth countries

explain/discuss the reasons that could influence food choice such as likes/dislikes, religion, beliefs, culture and finance
demonstrate how to prepare a simple dish from another country

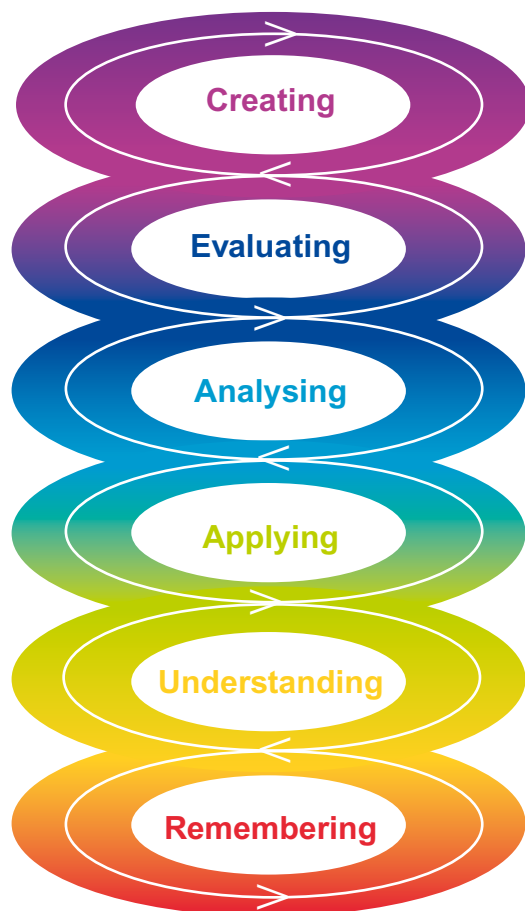
write a review of a meal you have eaten discussing the flavours, textures, presentation and selection of food available
locate and **identify** on a map where locally produced foods are grown

Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 4-29a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

adapt a dish for a children's menu that you think will be popular but offers good nutrition

devise an imaginative children's menu

evaluate the dish in relation to cost, presentation and taste

select appropriate ingredients and prepare a dish, within a given timescale, for a specific type of café/restaurant e.g. tapas, high-end restaurant etc.

compare a selection of foods using sensory analysis techniques e.g. dishes to suit different dietary requirements

investigate a range of menus and the diversity of food on offer e.g. takeaways, high-end restaurants, children's menus etc.

practice a range of food preparation techniques

produce a selection of foods using different cookery methods

explain the meanings of a variety of culinary terms

discuss how to adapt recipes to meet the needs of a range of customers

write to a local restaurant/college to enquire about a class visit

list potential dietary requirements to consider when planning a menu for a restaurant e.g. vegetarian, nut allergy, gluten free etc.

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

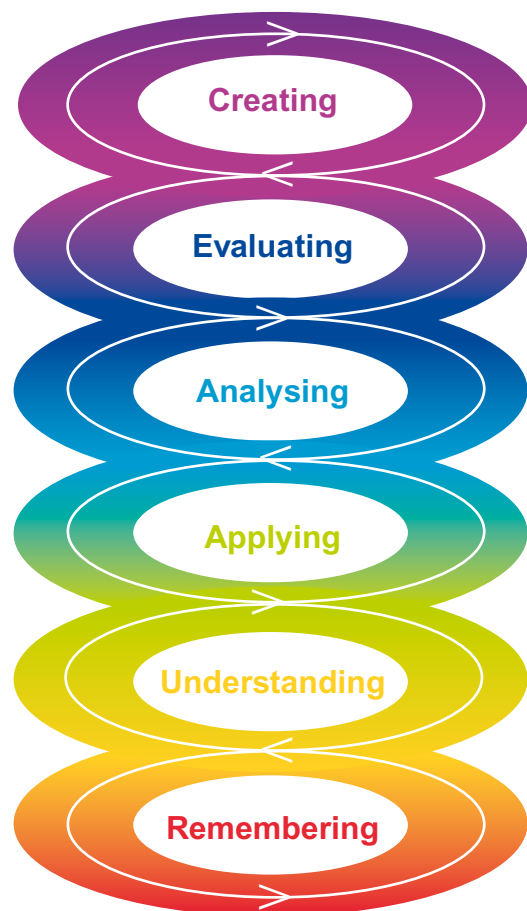


Nutrition

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. **HWB 0-30a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

produce a healthy snack suitable for a growing child
create picture cards for snack choices that could be used to plan a healthy snack/lunch

rate foods through your senses to **evaluate** appearance, smell, taste etc.

compare foods through the senses-touch, sight/appearance, taste/texture, smell etc.
identify how many portions of fruit and vegetables have been consumed on a daily basis by **categorising** on a tally chart/graph

choose a food/drink that gives the body energy and helps you to grow
select a range of food and drink images, **organise** by sorting them into the sections of the Eatwell Guide

discuss why we eat and drink things at certain times of the day
give examples of how we know when we are hungry or thirsty,
expressing your feelings

identify/select from a small selection of food and drinks that we think help us to stay healthy and assist our growth
recognise different tastes through a tasting activity. Learners taste sweet/sour/salty foods and some may be new/unusual foods they may not have tasted before

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes



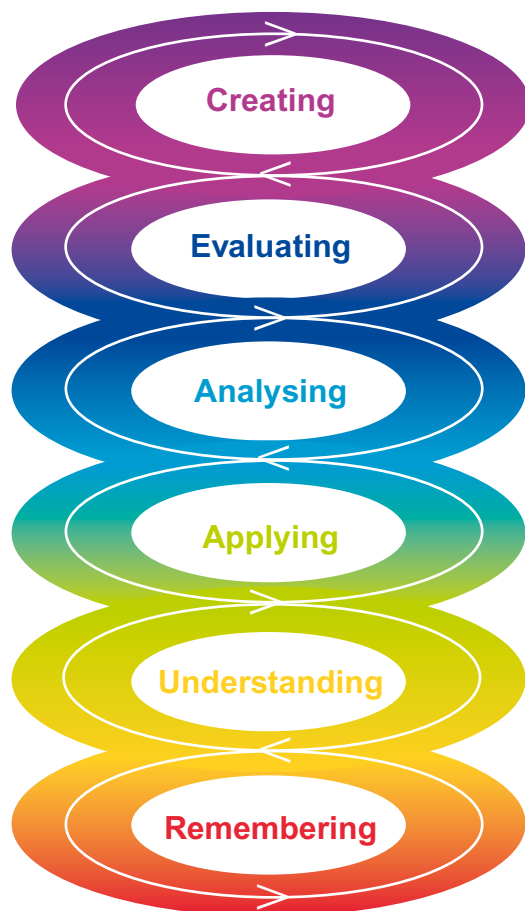
Nutrition

By investigating the range of foods available I can discuss how they contribute to a healthy diet. **HWB 1-30a**

I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. **HWB 1-30b**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

construct a display to show foods commonly eaten for breakfast
create a new and exciting breakfast cereal from a selection of ingredients which incorporates basic skills such as peeling, slicing, pouring etc.

rate a selection of drinks and decide which are the best for our teeth

select foods that are suitable for a tooth friendly tuck shop

analyse the school menu and see how it fits with the eatwell plate
select ingredients for a salad that contributes to the two largest sections of the Eatwell Guide e.g. cous cous, potato salad etc.

apply your knowledge of the sections of the eatwell plate and how they contribute to a healthy diet

prepare a soup that includes pulse vegetables

discuss why milk and fruit are sold in the school canteen instead of fizzy juice and sweets

make a drink suitable for sale in the school dining hall

list a variety of foods and sort them into the correct section of the Eatwell Guide

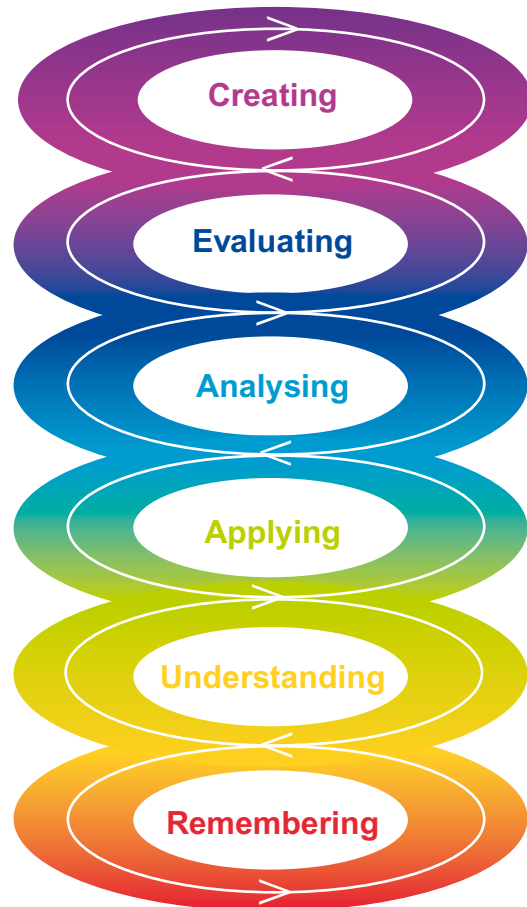
describe the smell, taste and texture of a variety of fruits/vegetables

Nutrition

By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

assemble the daily snack for nursery children

formulate a weekly snack plan which reflects healthy eating advice for nursery children

adapt a range of meals suitable for a young child to introduce more fruit and vegetables into their diet

devise food products to exemplify each of the healthy eating messages

produce an information leaflet/blog for parents that outlines the importance of providing children with a healthy balanced diet

explain why you should eat more of some foods and less of others

outline current healthy eating messages

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

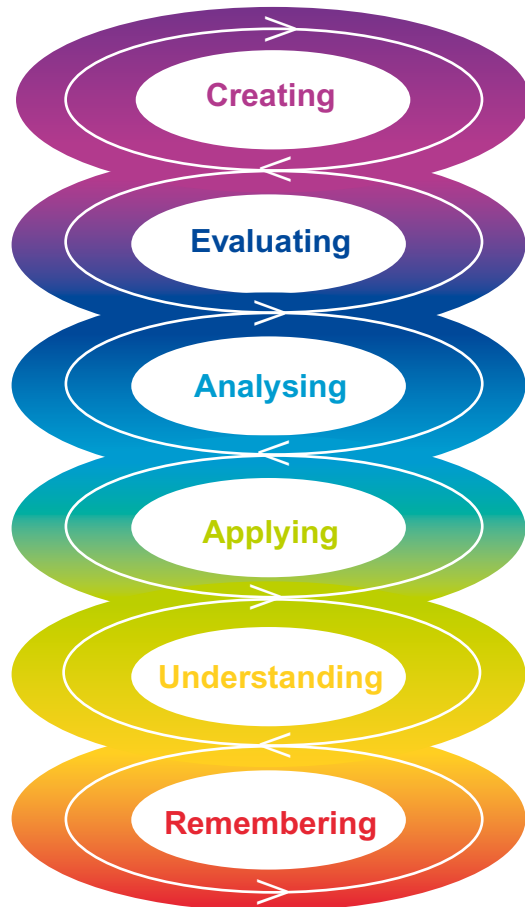


Nutrition

By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs. **HWB 3-30a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a dessert to help children achieve dietary advice on sugar intake

justify the choice of ingredients having prepared a meal for an individual on a high fibre diet

compare different methods of lowering salt content in range of popular dishes

produce a meal that meets the nutritional needs of a pregnant woman

adapt a recipe to make it easier for a teenager to achieve dietary advice on fat intake

select ingredients to make a breakfast for an individual with a food allergy

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

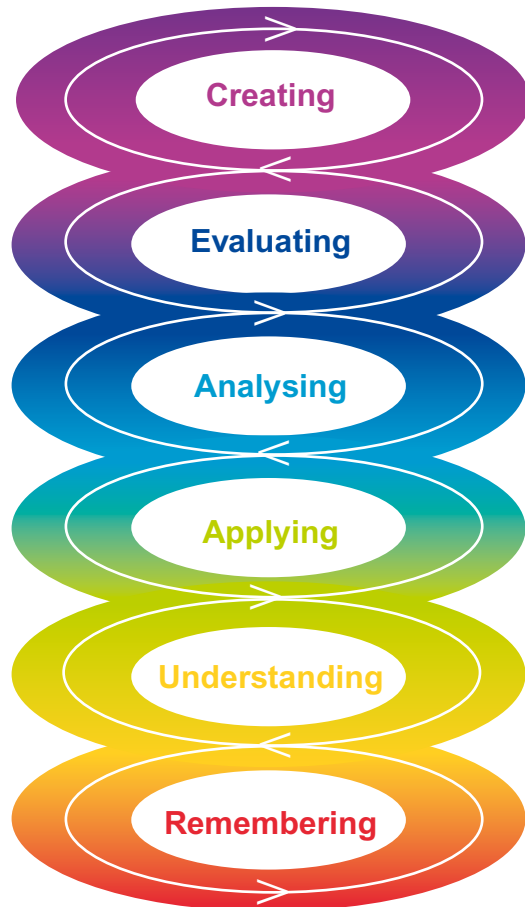


Nutrition

Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. **HWB 4-30a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a healthy product a local company could sell in their canteen

evaluate the labels of functional foods to assess their potential impact on health

compare the types of food sold in a sports centre with those on sale in the school dining hall

illustrate the impact of the Scottish Dietary Targets on consumer trends

explain the main features of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and illustrate your results creatively

identify a range of foods that have been fortified

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

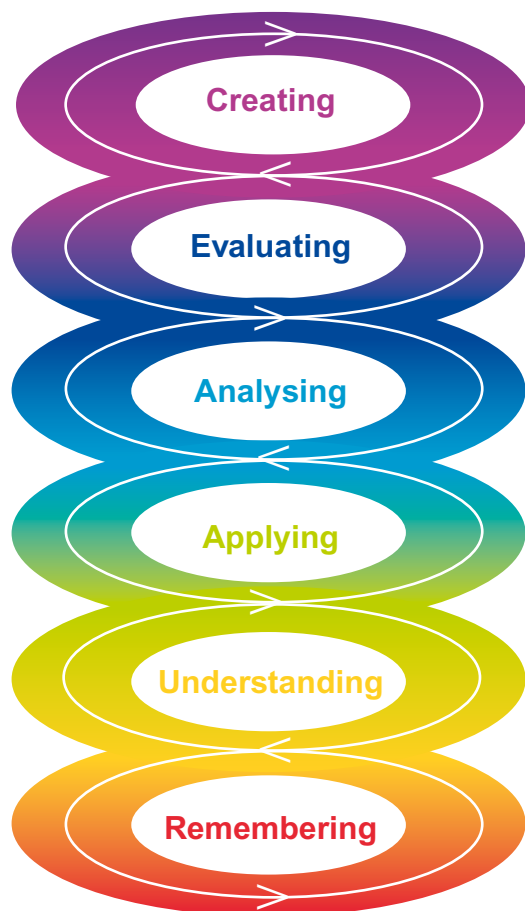


Nutrition

Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health. **HWB 3-31a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

produce a starter for someone wanting to reduce their energy intake (nutrient/situation could be varied)

create a pasta sauce packed with nutrients but also high in flavour, **explaining** the choice of ingredients

evaluate the nutritional value of a recipe that has been prepared using a nutritional analysis program

compare the nutritional content of different breakfast cereals, who are they aimed at, which offer best nutritional value?

analyse the nutrient content of a popular sandwich and devise ways to make a version with higher nutrient content but less 'empty' energy content

compare the difference between a high and low fat version of the same product, through sensory evaluation e.g. chicken curry, yoghurt, crisps etc.

determine the nutrients in a range of drinks e.g. sports drinks, fruit juices, tea and coffee, presenting the results in a creative/informative way

adapt an existing recipe to make it lower in energy and then produce the recipe

differentiate between different types of milk products, what nutrients do they provide, which offer the best health benefits?

explain how the nutritional value was improved while making 'the ultimate burger'

adapt and make accompaniments to ensure the meal contains all the main nutrients

define the effects of over/under consumption of nutrients to diet diseases e.g. fat – blocked arteries, heart disease and represent the information in a visual way e.g. a wall frieze/annotated diagram of different ages/stages of people

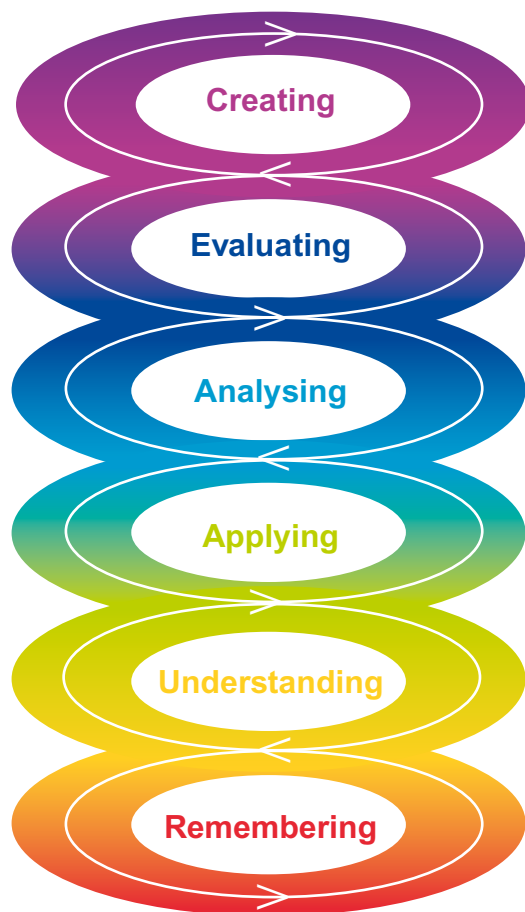
draw/write a visual guide displaying the key nutrients, sources and functions as a useful reminder tool



Nutrition
I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes. **HWB 4-31a (this outcome could be closely linked to the suggested technologies outcome)**
Showing creativity and innovation, I can solve increasingly complex design briefs which satisfy the needs of the user, at home, or in the world of work. **TCH 4-04c.**

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Skills path



Thinking skills in action

arrange an event to serve/sell the successful product or work with your school catering team to offer the pizza on the school menu, sharing the nutritional information and design process of the pizza

adapt and produce the pizza to the specifications of the group

critique the pizza yourself and with the test results in mind, consider what modifications you need to employ for the finished product

test the pizza using sensory analysis with a sample audience

analyse the ingredients you plan to use for your final product using a text book or nutritional analysis program to establish their nutritional content/merits/benefits

question teenagers on their likes/dislikes with pizza products

experiment and **modify** existing pizza recipes

determine ideas for the pizza from the packaging, ingredients list and appearance of existing products

identify potential ways of preparing the pizza that could contribute to the overall appeal of the product e.g. thin base, added herbs, four different toppings etc.

choose ingredients suitable for the different types of dietary needs of teenagers e.g. vegetarian, vegan, gluten free etc.

identify the macro and micro nutrients that a teenager would require, dietary diseases teenagers are more at risk of

name the dietary targets teenagers should be following

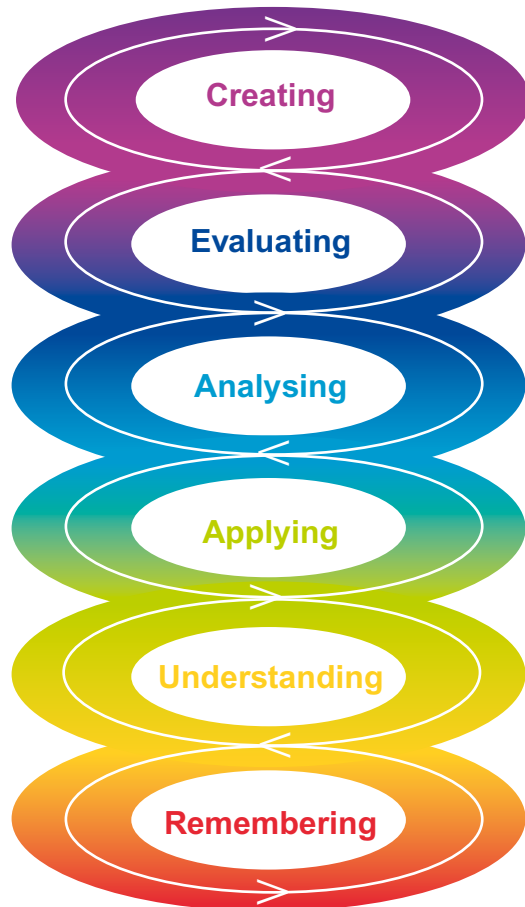


Nutrition

I know that people need different kinds of food to keep them healthy. **HWB 0-32a**

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Skills path



Thinking skills in action

role play making a healthy snack for different people

choose from a selection of foods ones we should eat more of and ones we should eat less of to keep us healthy

compare the variety of foods consumed by peers through home activity, illustrating a typical family meal

select appropriate, healthy foods for consumption at snack table/ lunchtime

demonstrate through a sequencing activity the life cycle of animals/people

describe how we have grown and developed since birth

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

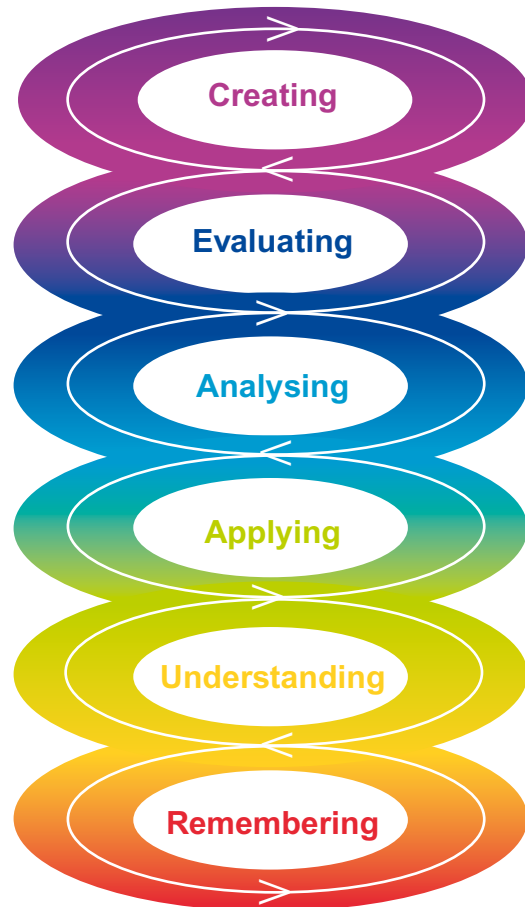


Nutrition

I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. **HWB 1-32a**

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Skills path



Thinking skills in action

assemble a packed lunch that is nutritionally balanced e.g. this could be done in partnership with school catering staff

evaluate food diaries using the eatwell guide. Are nutritional needs being met?

investigate the differences between a child's and an adult's diet e.g. a food diary for a day (could be a homework task)

prepare a snack which suits the needs of a baby/toddler e.g. raw vegetables (good for development of teeth)

discuss the reasons why breastfeeding is the healthiest method of feeding a baby

describe foods which young children require in order to grow and **explain** why the body requires calcium rich foods

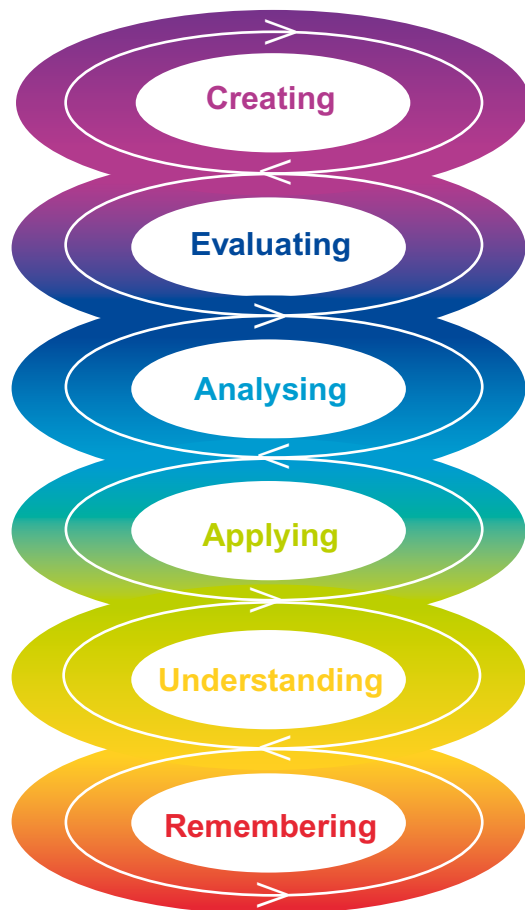
recognise food/drink items suitable for a baby and a toddler

Nutrition

I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. **HWB 2-32a**

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Skills path



Thinking skills in action

imagine what it would be like not to be able to eat certain foods e.g. sugar – think of all the foods that contain sugar

justify choices for a meal that meets specific dietary requirements and recommend appropriate food choices

analyse why people might avoid certain foods e.g. diabetic, religion etc.

inquire how school meals are planned to meet the nutritional needs of children

explain what various stages of the life cycle require for nutrition e.g. calcium for babies/children, carbohydrates for teenagers, less fat for adults etc.

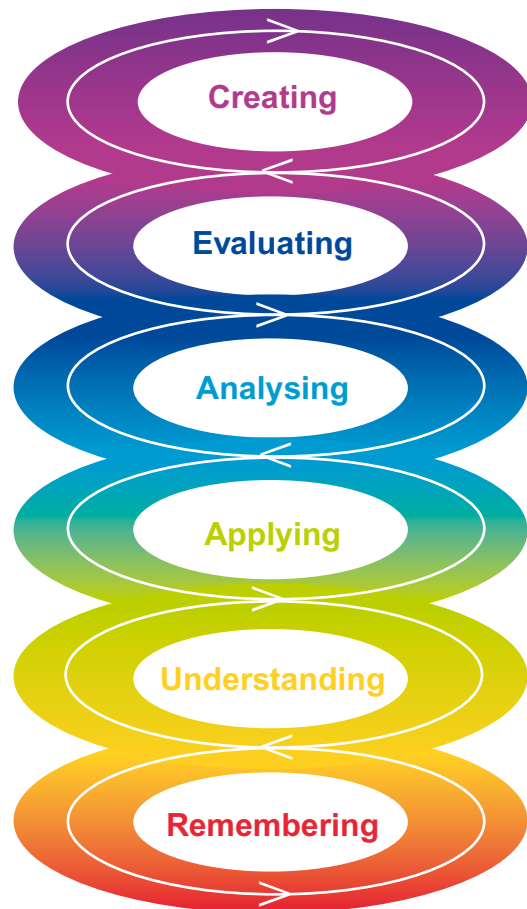
list potential food allergens e.g. nuts/dairy

Nutrition

I am developing my understanding of the nutritional needs of people who have different conditions and requirements. **HWB 3-32a**

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Skills path



Thinking skills in action

produce a recipe book/cards using a nutritional analysis programme to display information about the particular health benefits for specified conditions/requirements

consider ways to adapt recipes for someone who suffers from osteoporosis

devise a range of foods suitable for a convalescent, after an illness where they require to put weight on in a healthy way

modify a menu with suggestions that will offer a good range of choices for a vegan

explain the specific nutritional requirements of a pregnant woman e.g. folic acid, iron supplements etc.

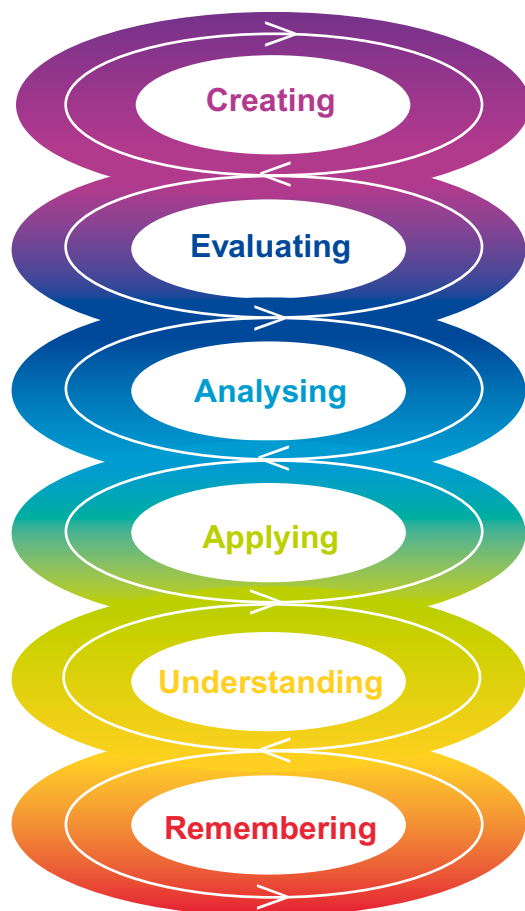
define different groups and their varying nutritional requirements e.g. underweight vs. malnutrition, overweight vs. obese, cancer-related conditions vs. convalescents

Nutrition

Having identified diet-related conditions, I can adapt and cook recipes to suit individual needs. **HWB 4-32a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

compile a 5-day lunch menu which would be suitable for a specified group e.g. the elderly, with justifications for choices and make one of the dishes

evaluate by sensory testing and nutritional analysis, a range of recipes that may help fight cancer

experiment with recipes to plan some meals that would help meet the nutritional needs of some of the groups you have identified e.g. iron for teenage girls, spinach and ricotta cannelloni with extra tomatoes for vitamin c to help aid the absorption of iron

prepare a dish for someone who has coeliac disease

demonstrate possible ways foods/menus can be adapted to suit individual needs e.g. to suit an individual who is suffering from chronic heart disease e.g. increase oily fish intake, reducing salt intake, lower cholesterol etc.

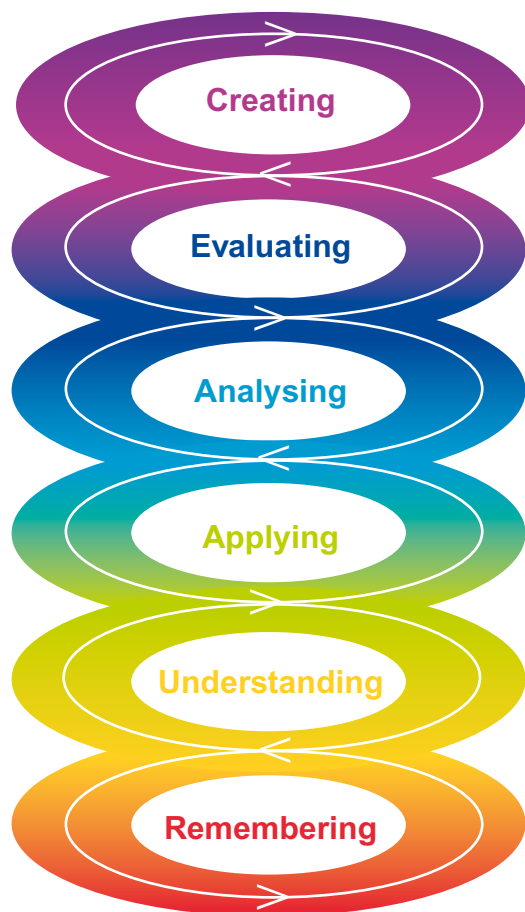
identify ways to adapt a recipe to add more fibre and then make the dish

Nutrition

Having assessed how lifestyle or life stages can impact on people's nutritional needs, I can explain how these needs are met. **HWB 4-32b**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

produce a file/programme of nutritious recipes that would meet the needs of a person at a specific life stage/lifestyle

compare the diet of an elderly person in a care home with that of one living at home e.g. do a nutritional analysis as a class and establish which one best meets their needs

contrast case studies of different lifestyles e.g. active/inactive and how they impact on nutritional requirements

modify individuals' diet to maximise health e.g. adequate nutrients during the teenage years

explain ways in which a primary school child's diet could be improved by the provision of a breakfast club

describe how lifestyle/life changes can impact on nutritional needs e.g. income/expenditure, peer pressure, health, activity level, gender, nutritional knowledge, practical food skills, occupation, shift work, advertising/media, family influences, geographical location, religion etc.

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

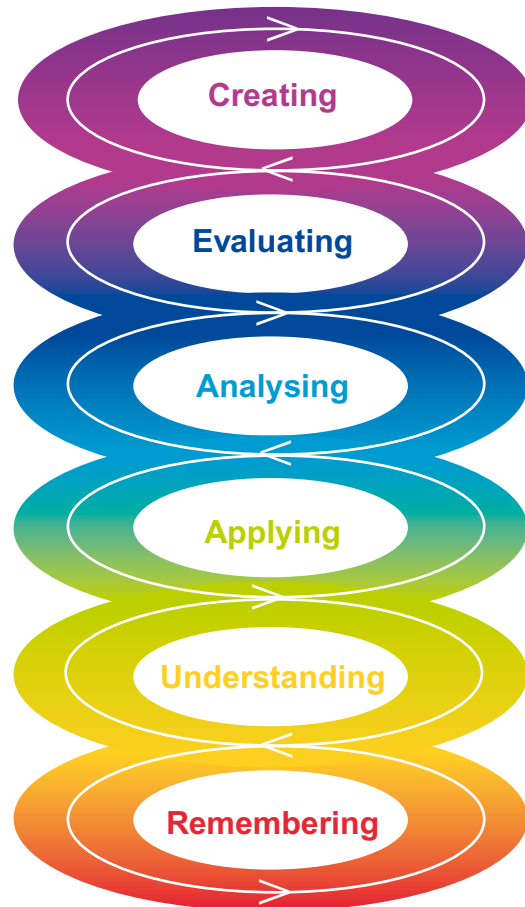


Food and textiles contexts for developing technological skills and knowledge

I confidently apply preparation techniques and processes to make food and textile items using specialist skills, materials, equipment in their place of learning, at home or in the world of work. TCH 4-04b

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a textile item suitable for a school fashion show

create a meal for two, to be prepared within a limited time, to demonstrate a range of specialist food preparation techniques

recommend and **select** appropriate equipment to use when preparing a range of foods.
evaluate an existing textile item and demonstrate how it can be enhanced using specialist techniques/skills to make it more aesthetically pleasing

devise a range of complementary food products suitable for a community event, this could be carried out in teams

analyse the construction of an item and break it down into its component parts to enable a group to co-produce items efficiently for a charity event e.g. bunting, phone covers etc.

test a range of food preparation equipment to establish which is the most efficient/time saving/produces highest quality

construct a textile item to illustrate three specialist skills e.g. applique, embroidery and beading

compare a food product you have developed with a supermarket's economy and more expensive ranges

compare the quality and finish of a textile item you have made to a shop bought item

describe more complex preparation techniques e.g. fold, line, bake blind, knead, pipe, puree, coat and dice and identify equipment needed to carry out each one

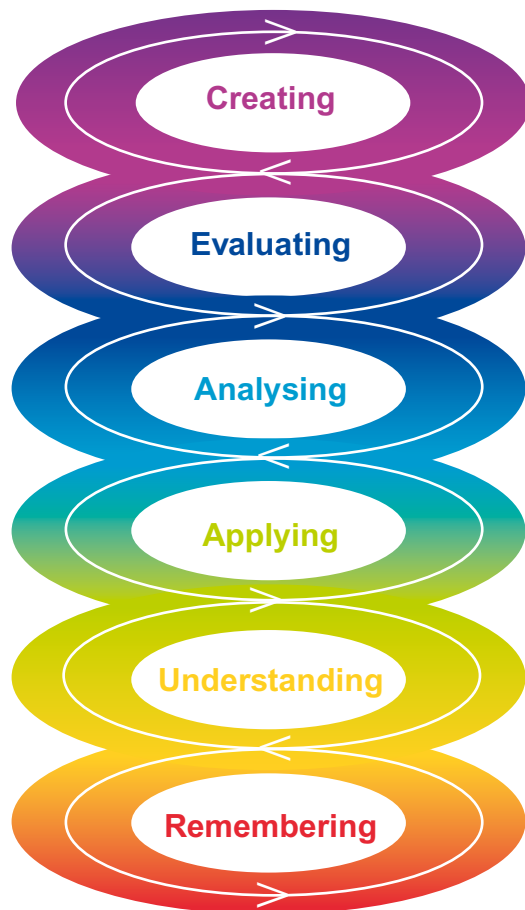
describe more complex sewing techniques/skills e.g. inserting a zip or adding embellishments

Food and textiles contexts for developing technological skills and knowledge

I am gaining confidence and dexterity in the use of ingredients and equipment and can apply specialist skills in preparing food. TCH 3-04a

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a meal to illustrate the versatility of a piece of electrical equipment

develop a recipe further to demonstrate your creativity e.g. garnishing, decorating, improving texture, flavour etc.

consider a selection of dishes and make the one which best illustrates your practical skills

evaluate the dexterity of a partner when preparing a dish, using a peer assessment approach

experiment with different cooking methods to identify the best way to cook a specific ingredient/dish e.g. fish, potatoes, carrots, apples

illustrate appropriate finishing techniques when preparing a cake/s for a party

modify a recipe to allow it to be prepared in a short timescale

produce a food product which demonstrates three specialist skills, e.g. rubbing in, shaping and kneading

master the use of different areas of the cooker

demonstrate whisking/creaming as a method of adding air to cakes

identify the correct equipment required to complete a practical task

select appropriate preparation techniques to use when preparing a selection of fruits/vegetables

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

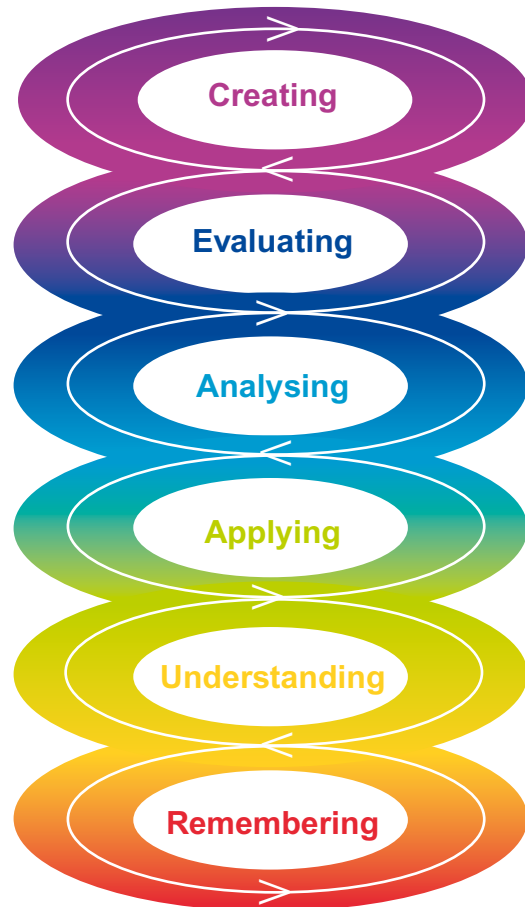


Food and textiles contexts for developing technological skills and knowledge

I can explore the properties and functionality of ingredients, materials and equipment to establish their suitability for a task at home or in the world of work. TCH 4-04a

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Skills path



Thinking skills in action

create a range of dishes to illustrate the functional properties of eggs

devise a specification for a textile manufacturer to use when designing a school uniform for teenagers

predict what will happen when a manufacturer changes the proportion of sugar when making a cake

evaluate using a fabric property table, the suitability of a fabric for a specific purpose e.g. a child, a prom outfit, a uniform etc.

analyse using sensory testing, the properties of a developed food product to establish its suitability for sale

analyse the properties of fabrics through a series of practical experiments e.g. absorbency, colourfastness, abrasion resistance etc.

experiment with proportions in a recipe to illustrate the use of flour as a thickening agent

produce a textile item which uses the property of insulation effectively

demonstrate different aeration techniques when producing baked goods

contrast the properties of different man made/natural fabrics

describe the functional properties of the ingredients in a cake

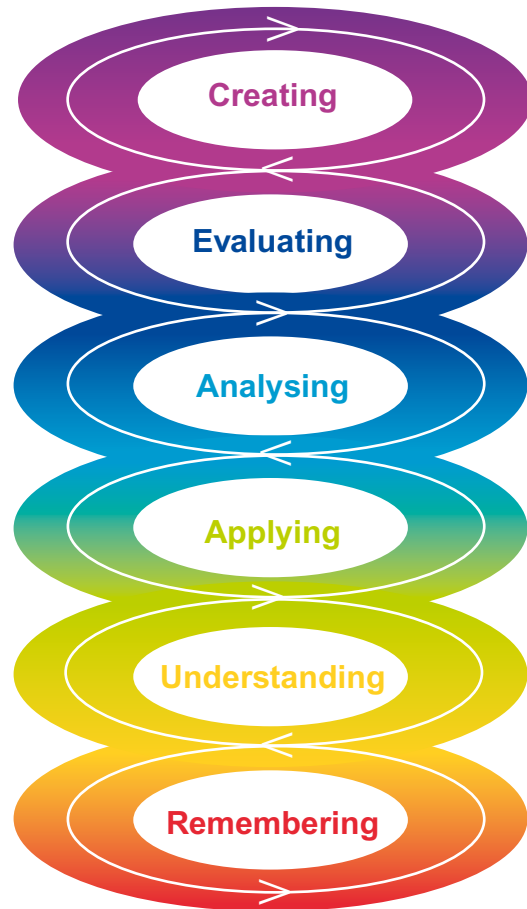
describe the properties of a range of textiles

Food and textiles contexts for developing technological skills and knowledge

I can use textile skills in practical and creative situations in my place of learning, at home or in the world of work. TCH 3-04b

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

design and make a textile/fashion item which highlights the theme of 'environmental responsibility'

select a range of practical skills to showcase when creating an item to meet a design brief

devise a plan to make textile items in a group, using batch production

modify an existing fashion/textile item creatively, using practical skills e.g. fabric painting, beading, sequins, appliqué etc.

demonstrate how to carry out basic sewing skills when making a simple item e.g. purse, bag, hot water bottle cover

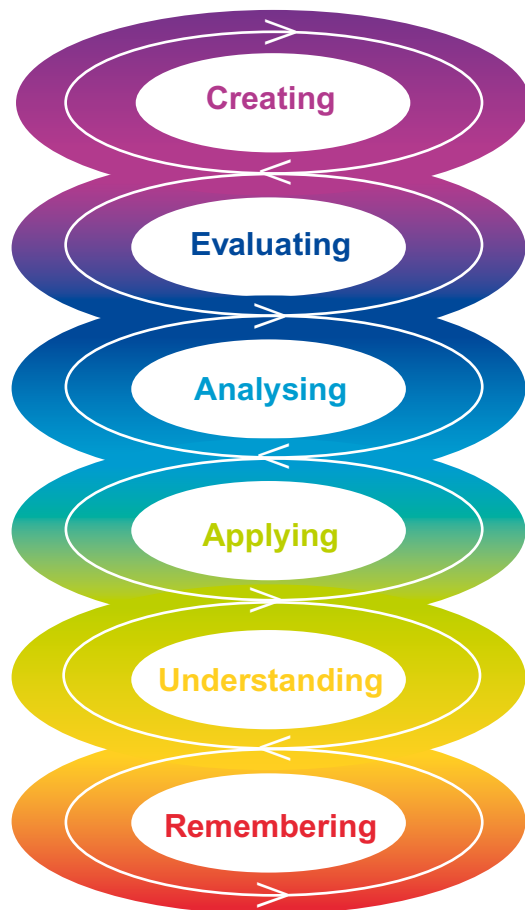
describe how to carry out a range of textile skills by making an illustrated step-by-step guide

Food and textiles contexts for developing technological skills and knowledge

I can share my thoughts with others to help develop ideas and solve problems. TCH 0-04c

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

make a bowl of soup with local ingredients

make a Christmas decoration using selected design and materials

compare ideas in a group of what might happen if we added different ingredients i.e. adding cream to tomato soup to alter the colour, taste and texture or chop the vegetables in a different way

justify how your choice of resources links to the design task

analysing the changes to the vegetable during the soup making process

explain how you will hang your decoration on the tree

select from a range of cooking utensils the most appropriate for making soup

select a design for your decoration e.g. snowman, Christmas tree, star etc.

explain the process of making soup with the group

explain the tasks involved with making the decoration e.g. selecting material, cutting, gluing etc.

name the utensils and ingredients that are needed for making soup

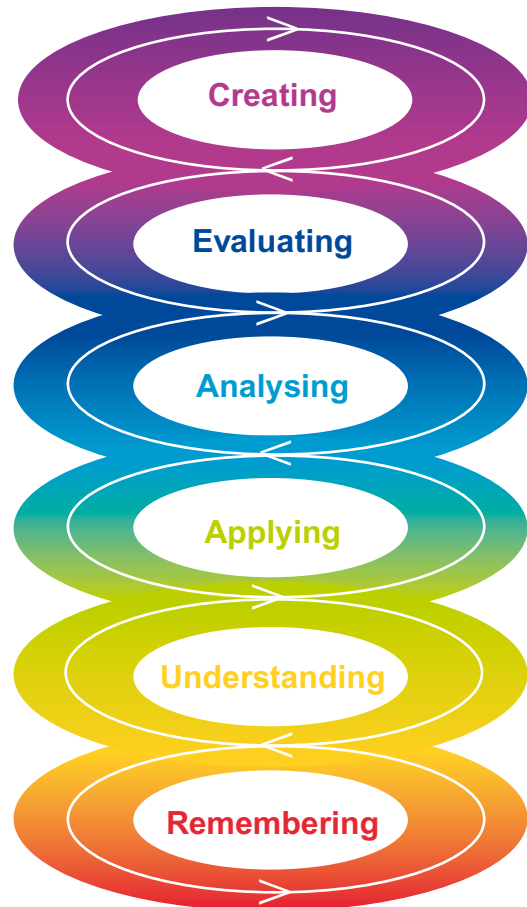
name the resources that are needed for making a fabric Christmas decoration

Food and textiles contexts for developing technological skills and knowledge

I am developing and using problem-solving strategies to meet design challenges with a food or textile focus. TCH 1-04c

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

plan a sales marketing strategy
create food/textile products for sale at a school fund raising event

decide on a timetable for the production of the food/textile products
predict how many food/textile items to make to maximise profits and minimise waste

select successful items for production
analyse results of prototype testing to identify any modifications

illustrate test results creatively
produce prototypes to test popularity of potential food/textile products

research and explore some of these ideas further
discuss potential ideas for food/textile products

list the potential customers/target market for the event
identify the key points to consider in meeting the design challenge

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

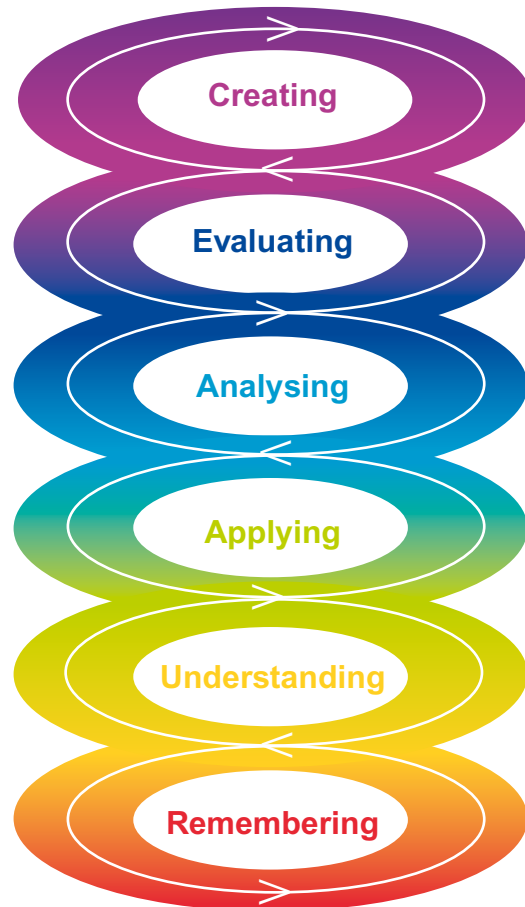


Food and textiles contexts for developing technological skills and knowledge

By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work. **TCH 3-04c**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

design a new, innovative fashion/textile item based on the creation and evaluation processes

evaluate how your fashion/textile item could be improved to meet the needs of the design challenge better

investigate how the fashion/textile item meets the needs of the challenge by forming a questionnaire to the target group

construct the fashion/textile item to meet the needs of the challenge within the given timescale

outline how you will make your item by forming a plan showing the sequence of events in making your item

research materials/resources available in order to make your food/textile item(s)

brainstorm design ideas and show these through the use of a moodboard, a mind map, descriptions or drawings

identify the main points of the design brief

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

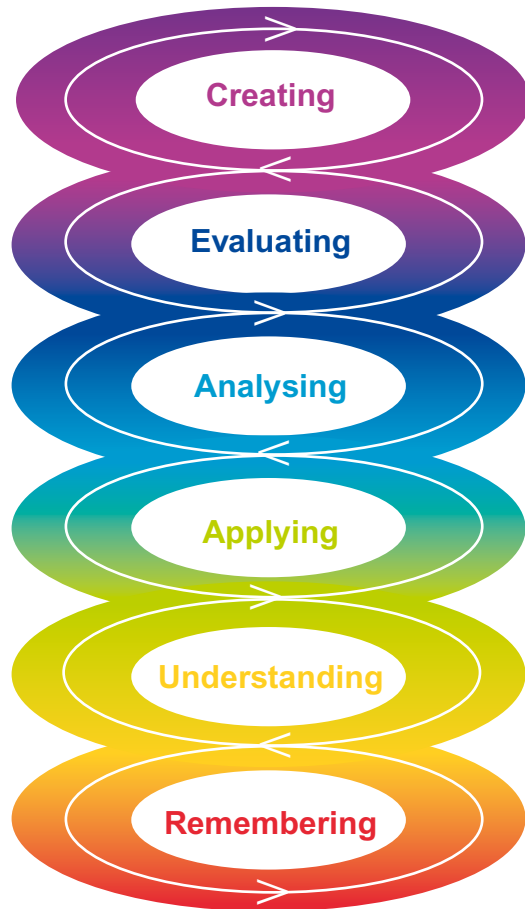
Food and textiles contexts for developing technological skills and knowledge

Showing creativity and innovation, I can solve increasingly complex design briefs which satisfy the needs of the user, at home or in the world of work. TCH 4-04c



Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create your final design in the form of a food/textile item by a given deadline
develop your idea further to incorporate these modifications

recommend which items to develop further with appropriate modifications
assess design ideas against original design brief

explain how the design ideas meet the needs of the user in the creation of a food/textile item
test items using sensory analysis to see how well they satisfy the needs of the user

prepare items for testing
judge the most appropriate design ideas to meet the needs of the user

summarise your findings and present to the class
visualise your ideas through the formation of a moodboard

describe the types of items which could potentially be made
describe the needs of the user

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

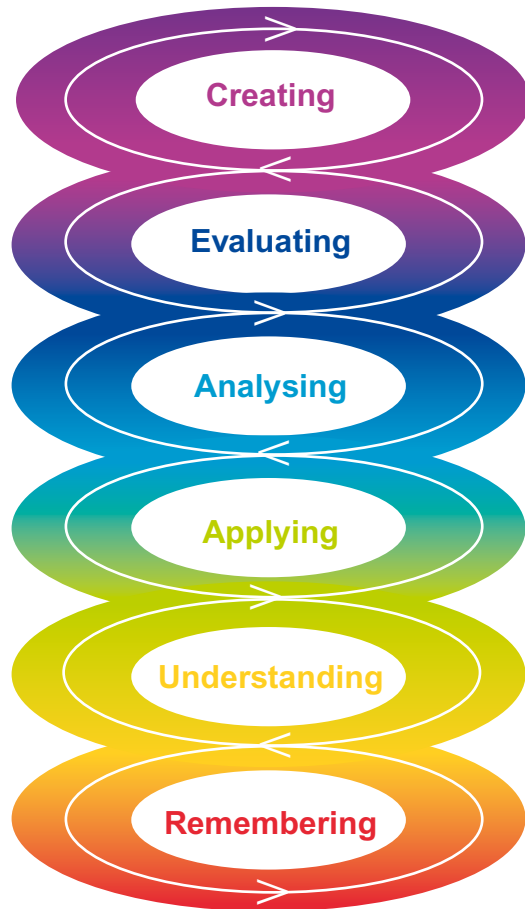


Food and textiles contexts for developing technological skills and knowledge

I can discuss, debate and improve my ideas with increasing confidence and clear explanations. TCH 2-04d

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Skills path



Thinking skills in action

revise your work to reflect the adaption identified

consider making adaptations if required

analyse the results of the feedback

collect peer feedback for the food/textile item

explain how you will know you have met the criteria for the food/textile item

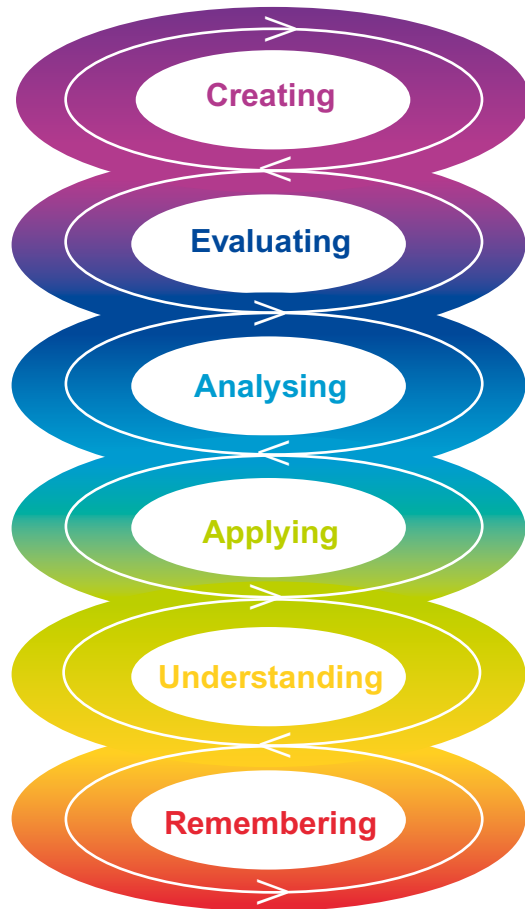
list the criteria for evaluating the food/textile item e.g. flavour/cost/nutritional content or strength/size/quality of finish

Food and textiles contexts for developing technological skills and knowledge

I can apply skills of critical thinking when evaluating the quality and effectiveness of my own or others' products. TCH 4-04d

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a revised food/textile item in the light of the evaluation process

evaluate food/textile items through the use of sensory testing

analyse a food/textile item against a design specification

illustrate how a food/textile item can be improved through the use of written/pictorial feedback

discuss with peers features of food/textile items which could be improved

list the strengths of a food/textile item

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

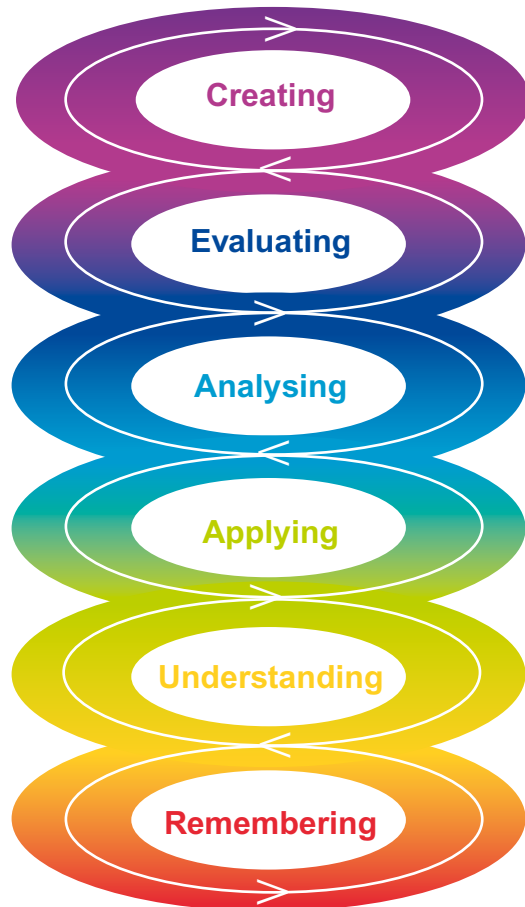


Safe and hygienic practices

I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. **HWB 0-33a/HWB 1-33a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

make a set of simple hygiene and safety rules for a young person to follow

discuss in order the importance of washing hands e.g. before a snack, after going to the toilet etc.

illustrate examples of cleanliness, hygiene and safety

choose examples of everyday routines where cleanliness, hygiene and safety can be applied e.g. going on a school trip, outdoor play equipment etc.

discuss establishment rules concerning hygiene e.g. brushing teeth or washing hands after coughing and sneezing

recognise cleanliness, hygiene and safety in everyday routines

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

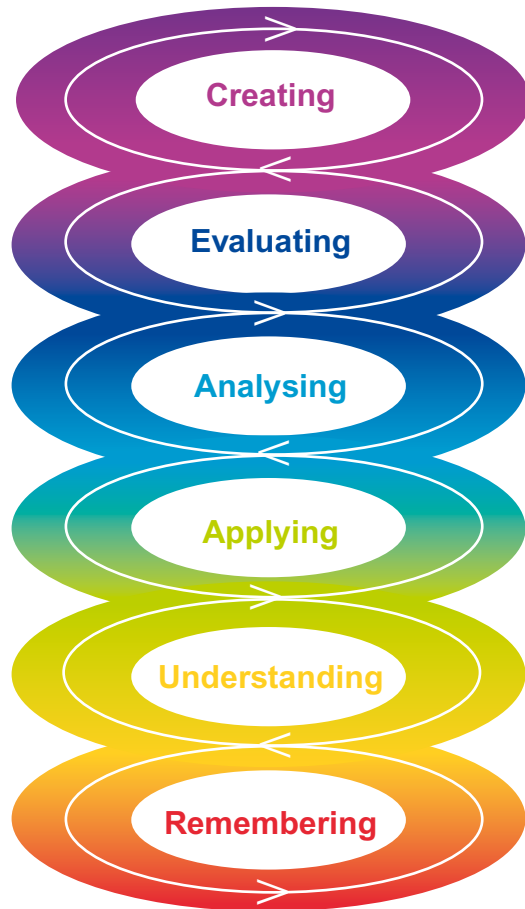


Safe and hygienic practices

Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. **HWB 2-33a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a peer-led lesson on effective hand washing

assess peer/partner safety and hygiene practices when preparing food

identify safety and hygiene rules to follow when preparing food

make a simple food item using safe and hygienic practices

discuss ways to prevent food poisoning

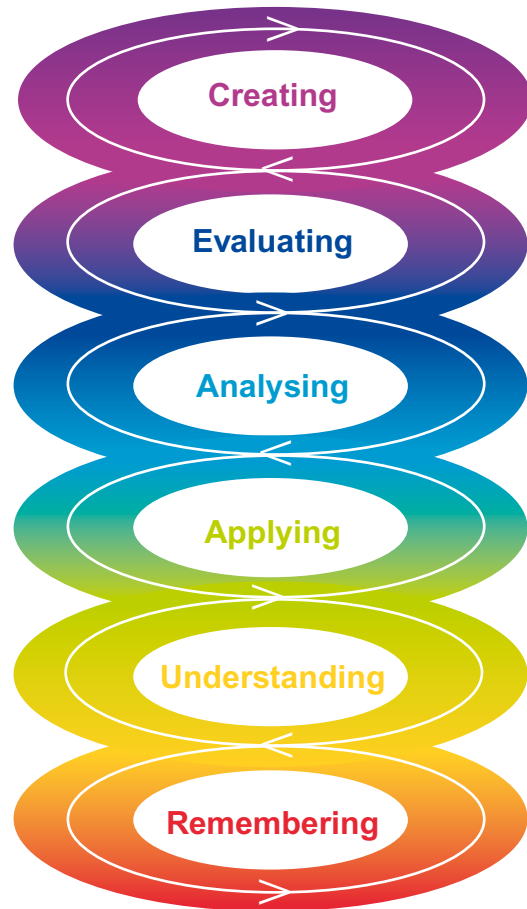
recognise the importance of preparing food safely and hygienically e.g. clean as you go, cross-contamination etc.

Safe and hygienic practices

I can apply food safety principles when buying, storing, preparing, cooking and consuming food. **HWB 3-33a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create food for an event ensuring food safety remains a priority

evaluate taste and texture of food preserved in different ways e.g. fresh, frozen, tinned, dried, jam etc.

compare different ways of preserving foods

apply food safety principles when preparing and cooking food

illustrate the correct storage of food items in a fridge i.e. raw and cooked meat

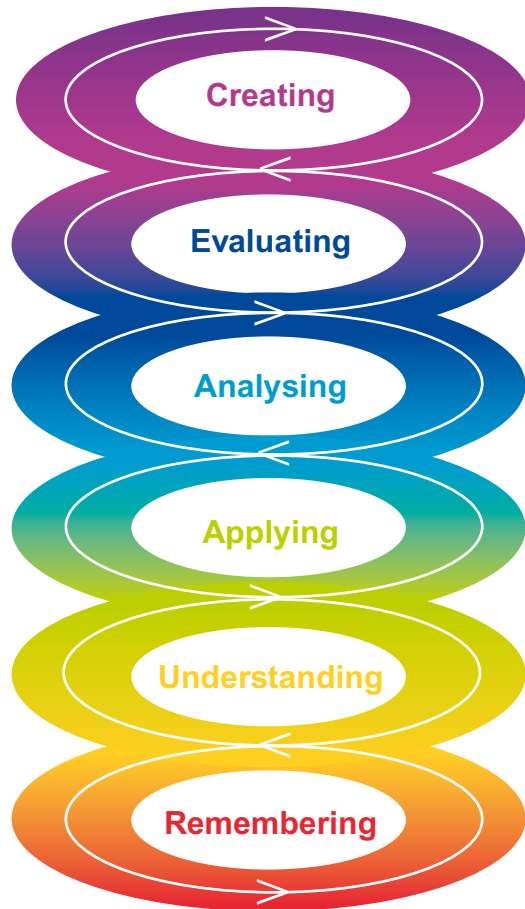
list mandatory information on food labels

Safe and hygienic practices

Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks. **HWB 4-33a**

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Skills path



Thinking skills in action

devise a checklist to reduce food safety risks at home

evaluate the systems used in the school kitchen to minimise bacterial growth in food

illustrate current food safety systems when preparing food items e.g. Cooksafe and Hazard Analysis Critical Control Point (HACCP)

put into practice the use of appropriate equipment to prevent cross contamination i.e. colour coded chopping boards and the use of an apron

explain what happens to bacteria at certain temperatures

list the conditions for bacterial growth

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

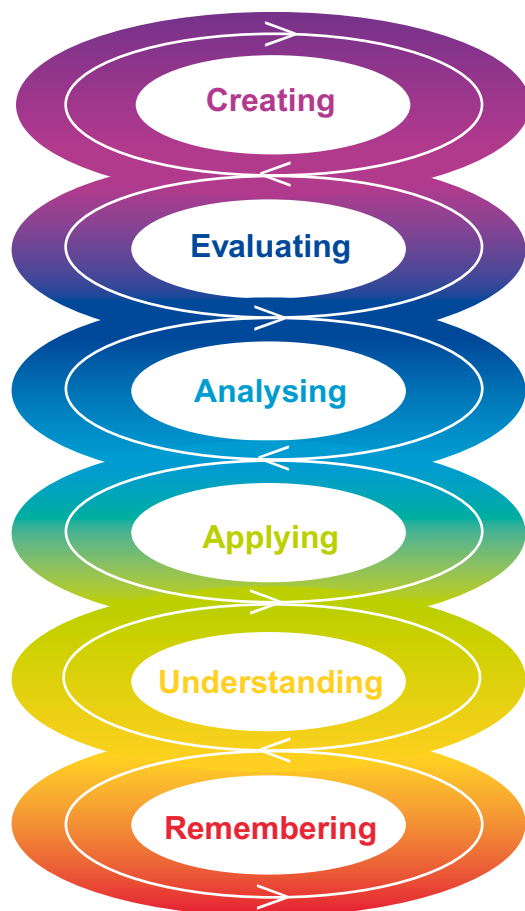


Food and the consumer

Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. **HWB 2-34a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

adapt a dish from a different culture that you think will be popular with your class, this could be part of a larger class celebration

imagine you are shopping for your family, write a shopping list and plan meals for a day while sticking to a budget

recommend foods that people on a budget could buy to ensure they are getting their 5-a-day

choose a country and investigate how their diet and culture is linked e.g. celebrations

discuss factors that influence food choice e.g. likes/dislikes, money, holidays

categorise international foods into the Eatwell Guide

investigate the primary source of a selection of foods

advertise an international food tasting session

investigate the typical diet of pupils your age by using surveys, questionnaires etc.

explain why foods eaten in other countries are often very different from food we eat in the UK

compare the diets of individuals from different religions

find out if there are any local shops in your area that specialise in international foods – what are these foods?

describe how these factors might affect people's food choices

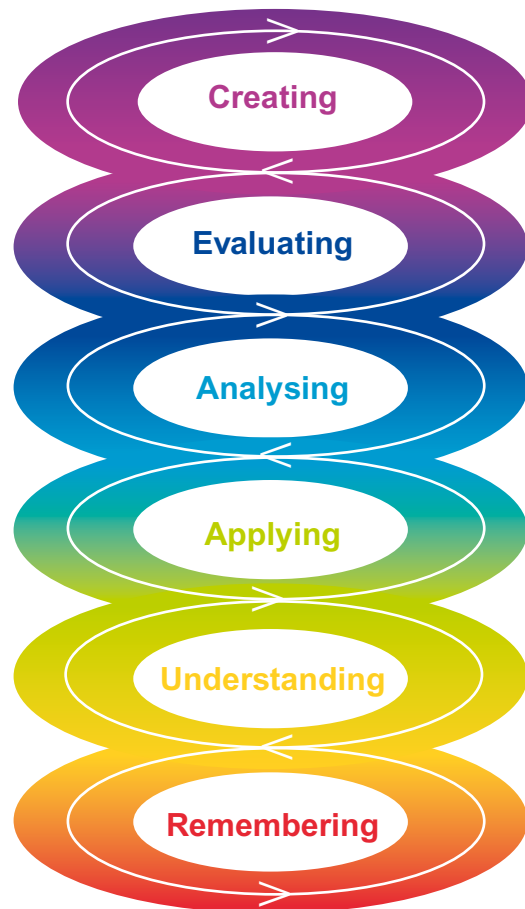
identify the types of foods that might be restricted by religious/cultural preference

Food and the consumer

Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. **HWB 3-34a/HWB 4-34a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a food product that you could sell at a football match to improve the health of supporters

debate/discuss the influence media has over our diet
evaluate a current healthy eating campaign/advert

investigate the impact of your advertising campaign
identify an 'at risk' group and make a dish to address their dietary needs

produce an advert for school meals to promote healthy food choices e.g. on plasma or a newsletter
make one change to your diet in order to improve your health

explain what is meant by a balanced diet
compare your diet with the current dietary targets for Scotland

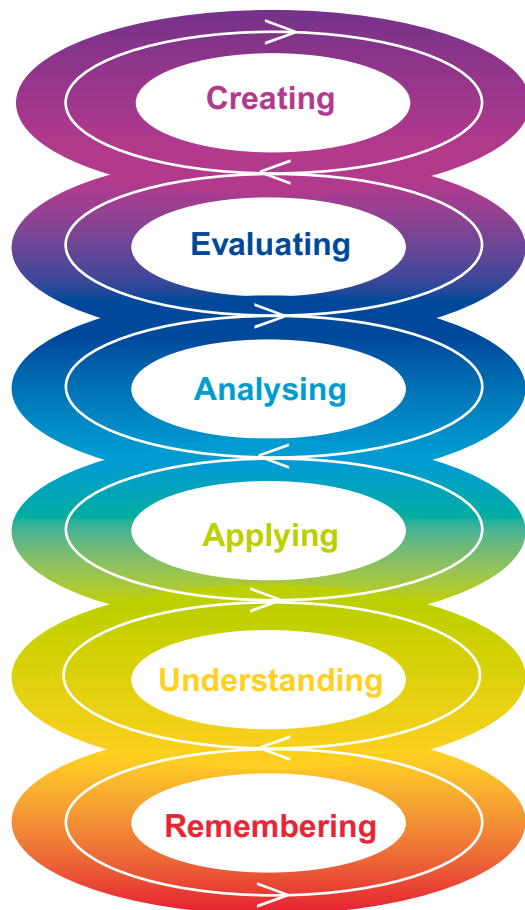
list factors that could influence choice of food such as media, peer pressure, poverty etc.
identify the dietary diseases that could result from a poor diet

Food and the consumer

I explore and discover where foods come from as I choose, prepare and taste different foods. **HWB 0-35a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

produce a simple snack using foods grown locally or that are in season

design a recipe book/advert using foods you have learned about

compare the different ways to prepare foods e.g. grated cheese on toast, spreading cheese on a cracker, sliced cheese in a sandwich etc.

investigate what food products could be found/made on a farm

develop a plan for your establishment in consultation with learners, to set up an edible garden and explain what resources would be needed and what you could grow successfully

describe the range of foods available at the local supermarket e.g. types of potatoes, cheese etc.

match a food product to the animal or plant it comes from e.g. eggs to chicken

explain the process of farm to plate for common foods e.g. milk and eggs

recognise through tasting how foods can be very different depending on where they come from/have been treated e.g. tinned tuna vs. fresh tuna, raw apple vs. stewed apples

recognise that all food comes from animals and plants

identify from a selection of foods/food images where the food comes from e.g. pasta (Italy), sushi (Japan) etc.

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

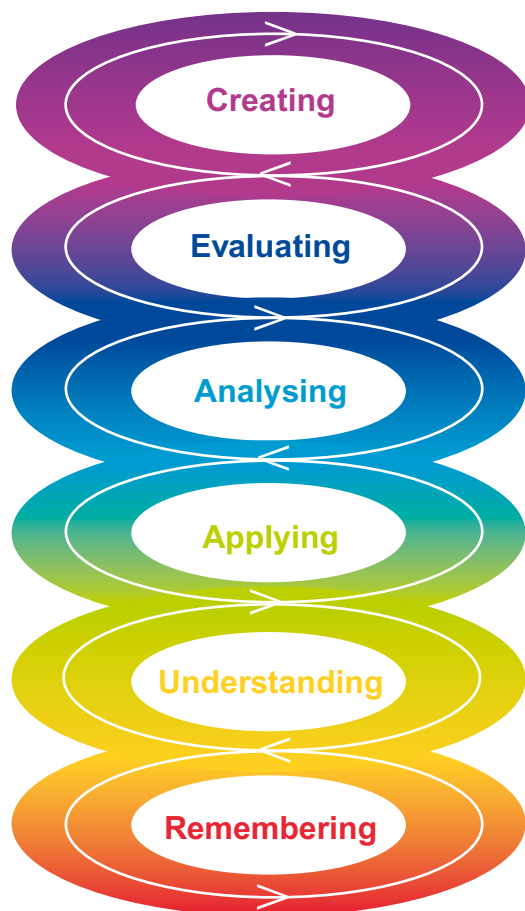
Food and the consumer

When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. **HWB 1-35a/HWB 2-35a**



Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

plan an edible garden for your school/community to grow seasonal produce
create a dish using local/seasonal ingredients

assess the benefits of supporting the local food economy (Scotland global market)
debate the issue of local retailers versus cut price supermarkets
select ingredients and prepare a dish calculating the food miles involved

identify ways to eat and drink with the environment in mind e.g. eat foods grown locally, choose organic, cut back on bottled water etc.
design a simple questionnaire to investigate what your family knows about the seasonality of food
compare organic/non-organic foods in relation to taste and cost

discover through research the implications for developing countries if the UK chose not to import Fairtrade goods
produce an advertising leaflet to encourage people to eat foods grown and produced locally, supporting your local food economy

discuss the need to make informed choices about where we buy our food from e.g. discuss the decline in local shops, butcher etc. in favour of large supermarkets
illustrate in a diagram/mind map/chain the journey a product like bananas makes before they reach the supermarket. Take into account how it is transported/methods of transportation/carbon footprint etc.

recognise through tasting how foods can be very different depending on where they come from/how they are treated e.g. tinned tuna vs. fresh tuna, spaghetti bolognese vs. tinned spaghetti, Scottish strawberries vs. British strawberries, organic eggs vs. free range eggs
find examples of food products that are imported into Britain and sold at the local supermarket
list examples of a variety of ingredients and when they are in season

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

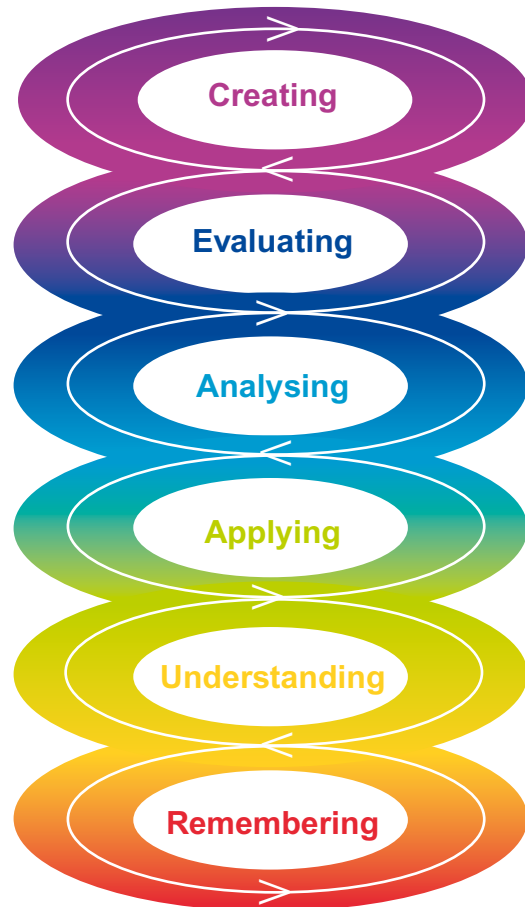
Food and the consumer

Having investigated the effects of food processing on the nutritional value of foods, I can critically assess the place of processed foods in a healthy balanced diet. **HWB 4-35a**



Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a nutritious dish that would be appealing in a children's range at the supermarket

invent a new ketchup/sauce using only natural preservatives

justify the importance of processed foods for today's consumers e.g. cost, shelf life, availability etc.

write a letter/blog/advert that recommends making nutritional labelling easier for everyone to understand

compare the nutritional content of popular ready meals with homemade dishes

conduct a tasting session comparing homemade and processed food and report on the difference in taste, price and nutritional content

investigate the nutritional content of different types of milk e.g. skimmed cow's milk, soya, almond, UHT etc.

examine the history of the fortification of foods

complete a food diary to highlight the number of processed foods consumed in a week

explain different methods of processing foods and the impact this has on their nutritional value

demonstrate the preparation/cooking of fruits/vegetables to minimise nutrient loss

locate the nutritional labels on a variety of different cereals and analyse the information they contain

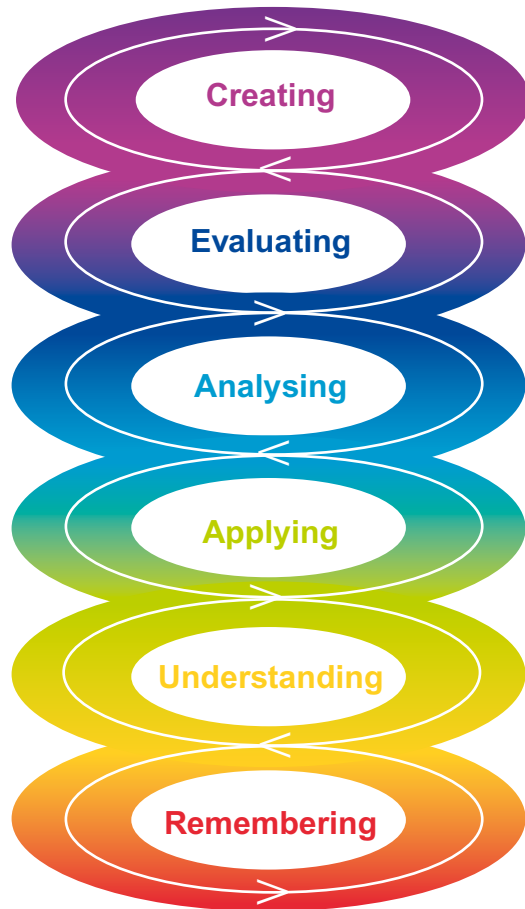
describe how and why milk is processed

Food and the consumer

By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. **HWB 2-36a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a food product and design a label to promote its health benefits

evaluate the effectiveness of different food labelling systems

investigate a range of packaging/food advertising campaigns

compare food labels of similar products to establish the healthiest option

discuss the importance of information on food labels to the consumer

identify the information that has to be on a food label by law

Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

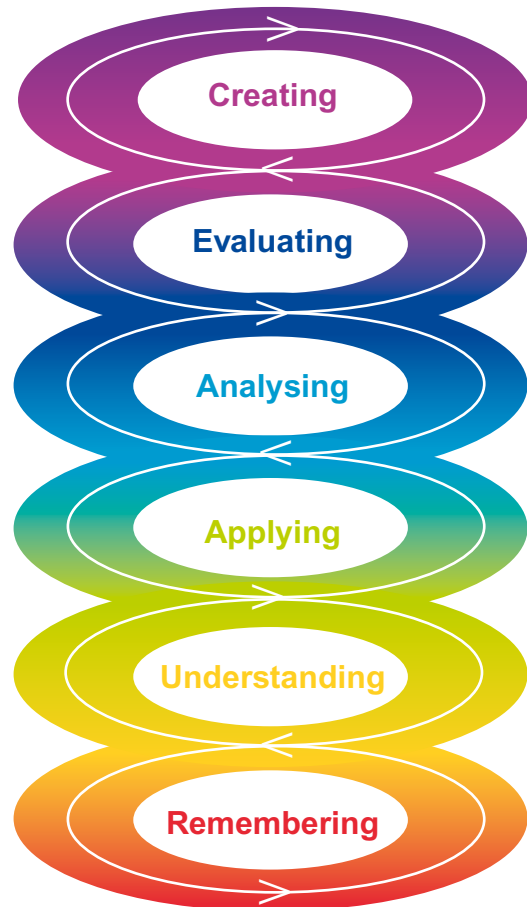


Food and the consumer

Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. **HWB 3-36a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

adapt a food label to ensure it is more user friendly and promotes healthy eating in a positive manner

choose appropriate ingredients to produce a dish for an elderly person with high blood pressure

analyse a range of food labels and choose the most nutritious product

produce a healthier option of a popular supermarket dish

outline current healthy eating advice i.e. Scottish Dietary Targets
distinguish between statutory and voluntary food labelling requirements when examining food products

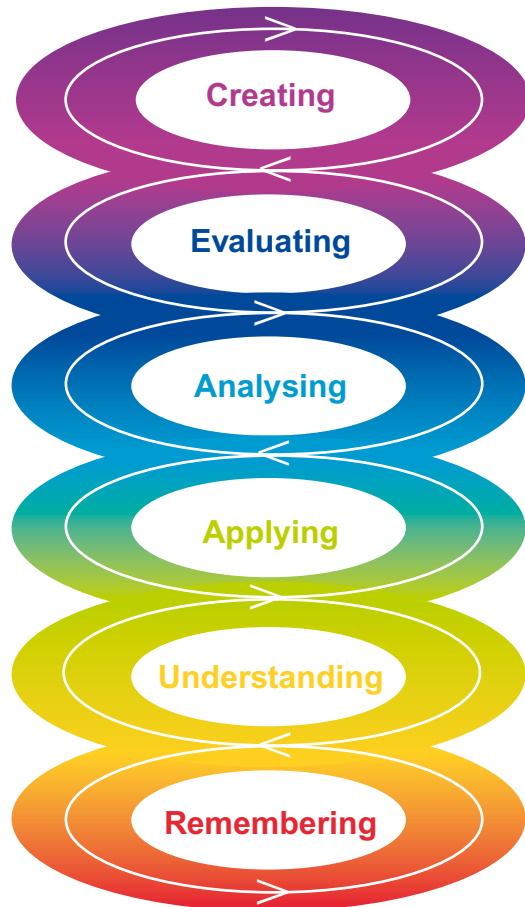
identify examples of voluntary food labelling information
recall the statutory food labelling requirements

Food and the consumer

I have examined and evaluated food packaging and can understand the legal requirements for manufacturers. **HWB 4-36a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a new food product and develop appropriate packaging

debate the extent to which manufacturers should consider the environment when developing packaging for a food product

compare a range of labels/packaging using a questionnaire to establish the factors that may influence purchase

apply your knowledge of food labelling to prepare a presentation to a new food manufacturing business

outline the role of local authority departments in the monitoring of food labelling

describe the benefits to the manufacturer of legal requirements for packaging

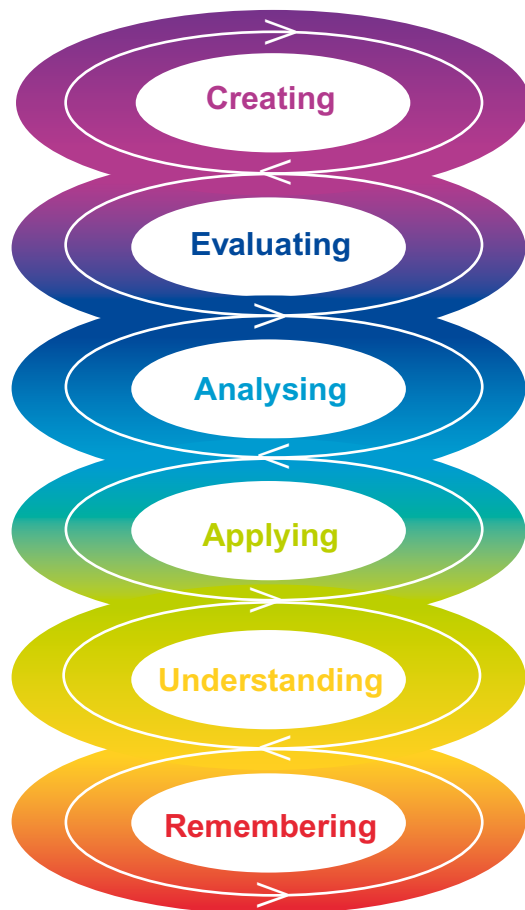
identify the food labelling laws which protect the consumer

Food and the consumer

I am discovering the different ways that advertising and the media can affect my choices. **HWB 1-37a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

make an advert that encourages children to eat an unusual fruit or vegetable

compare packaging from a variety of products advertised as being good for children and discuss whether they really are e.g. cereal, yoghurts, fruit juice etc.

explain issues around advertising and promotion of certain foods to children

classify the common themes of adverts aimed at children

describe the effectiveness of adverts for children

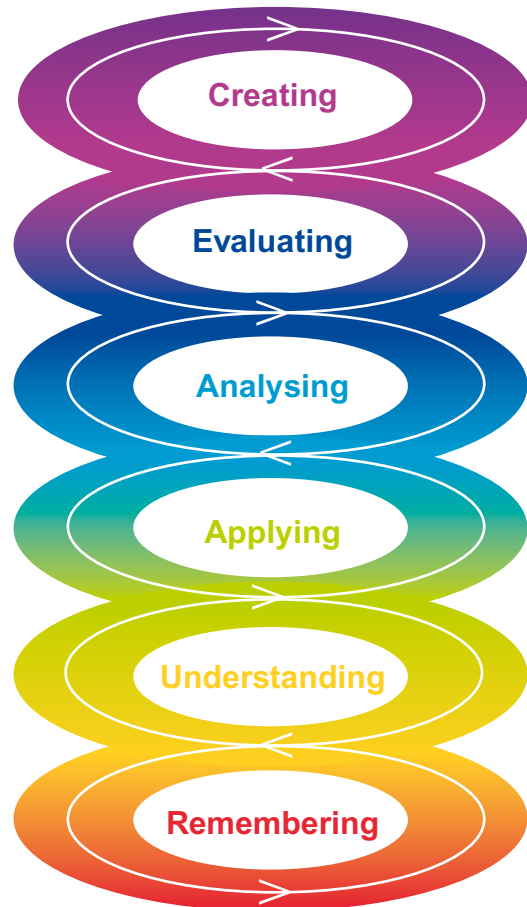
recognise familiar brands of children's foods from TV and magazines etc.

Food and the consumer

I can understand how advertising and the media are used to influence consumers. **HWB 2-37a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

develop rival advertising campaigns for similar food products and test with pupils/staff from across the school

debate if foods that are high in salt/fat/sugar should be advertised to children

compare two contrasting adverts for similar food products

determine the themes used to advertise food and drink e.g. celebrity, before and after, convenience etc.

describe the effectiveness of adverts for different age groups/ gender

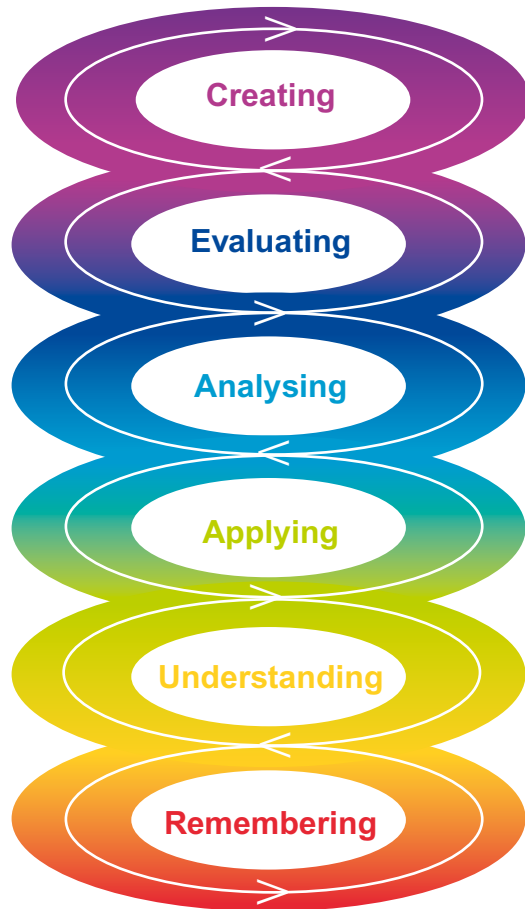
describe peer pressure around eating and drinking e.g. supermarket own brand compared with well-known brands

Food and the consumer

By investigating different influences on the consumer, I can discuss how consumers can be influenced by external sources. **HWB 4-37a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

devise a plan to encourage a group in your community to use more fresh ingredients when preparing meals

evaluate current food trends and compare with those of another decade

analyse community access to food and the implications for health

examine the relationship between poverty and food choice

discuss the influences on food eaten in the home e.g. convenience food, home-made, culture, religion, environmental issues etc.

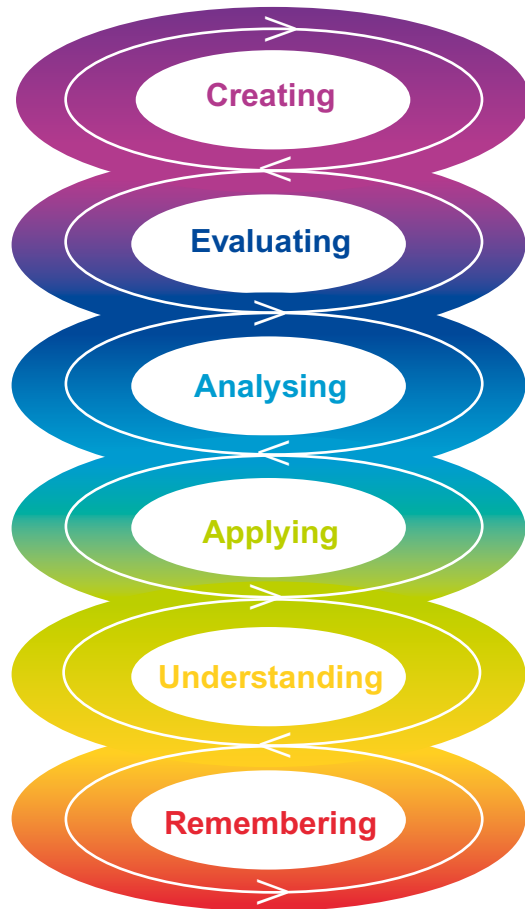
identify the factors that influence consumer spending e.g. advertising, shift patterns, lifestyle, foreign travel etc.

Food and the consumer

I can explain basic legal rights and responsibilities of the consumer, recognising the agencies that can help. **HWB 4-37b**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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Skills path



Thinking skills in action

create a *Which?* report for a piece of food preparation equipment

consider case studies and identify the appropriate agencies to support the consumer in each situation

analyse a selection of adverts and explain how well they meet the requirements of the Advertising Standards Agency

examine food labels to establish statutory requirements

describe the support offered to the consumer by a selection of agencies e.g. environmental health department, trading standards etc.

define the rights and responsibilities of the consumer