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

**Nutrition**

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

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**Skills path**

- **Creating**
- **Evaluating**
- **Analysing**
- **Applying**
- **Understanding**
- **Remembering**

**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

**IMPORTANT**

**FULL RESOURCE ONLINE**

**FOOD SKILLS**

**Nutrition**

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

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Nutrition

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

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

Nutrition

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

Skills path

Managing time
Planning and organising
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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

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

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

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

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

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**Skills path**

- **Creating**
- **Evaluating**
- **Analysing**
- **Applying**
- **Understanding**
- **Remembering**

**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
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

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

**Nutrition**

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

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**Skills path**

- **Remembering**
- **Understanding**
- **Applying**
- **Analysing**
- **Evaluating**
- **Creating**

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**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

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

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

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

Develop a pizza for teenagers (product/group could be varied)

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.

Skills path

- **Creating**
- **Evaluating**
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- **Understanding**
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**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 textbook 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
Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

Nutrition

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

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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<tr>
<th>Skills path</th>
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<tbody>
<tr>
<td>Remembering</td>
<td><strong>recognise</strong> food/drink items suitable for a baby and a toddler</td>
</tr>
<tr>
<td>Understanding</td>
<td><strong>describe</strong> foods which young children require in order to grow and <strong>explain</strong> why the body requires calcium rich foods</td>
</tr>
<tr>
<td>Applying</td>
<td><strong>discuss</strong> the reasons why breastfeeding is the healthiest method of feeding a baby</td>
</tr>
<tr>
<td>Analysing</td>
<td><strong>prepare</strong> a snack which suits the needs of a baby/toddler e.g. raw vegetables (good for development of teeth)</td>
</tr>
<tr>
<td>Evaluating</td>
<td><strong>investigate</strong> the differences between a child’s and an adult’s diet e.g. a food diary for a day (could be a homework task)</td>
</tr>
<tr>
<td>Creating</td>
<td><strong>evaluate</strong> food diaries using the eatwell guide. Are nutritional needs being met?</td>
</tr>
<tr>
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<td><strong>assemble</strong> a packed lunch that is nutritionally balanced e.g. this could be done in partnership with school catering staff</td>
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**IMPORTANT**

**FULL RESOURCE ONLINE**

**FOOD SKILLS**

**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**

**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**

**Managing time**
**Creating**
**Evaluating**
**Analysing**
**Applying**
**Understanding**
**Remembering**

**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**

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

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

Nutrition

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

Skills path

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

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**

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

**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

**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**

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**Skills path**

- **Creating**
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- **Remembering**

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

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<tbody>
<tr>
<td>Managing time</td>
<td><em>create</em> a meal to illustrate the versatility of a piece of electrical equipment</td>
</tr>
<tr>
<td>Planning and organising</td>
<td><em>develop</em> a recipe further to demonstrate your creativity e.g. garnishing, decorating, improving texture, flavour etc.</td>
</tr>
<tr>
<td>Communicating – oral and written</td>
<td><em>consider</em> a selection of dishes and make the one which best illustrates your practical skills</td>
</tr>
<tr>
<td>Solving problems</td>
<td><em>evaluate</em> the dexterity of a partner when preparing a dish, using a peer assessment approach</td>
</tr>
<tr>
<td>Undertaking tasks at short notice</td>
<td><em>experiment</em> with different cooking methods to identify the best way to cook a specific ingredient/dish e.g. fish, potatoes, carrots, apples</td>
</tr>
<tr>
<td>Working with others</td>
<td><em>illustrate</em> appropriate finishing techniques when preparing a cake/s for a party</td>
</tr>
<tr>
<td>Thinking critically and creatively</td>
<td><em>modify</em> a recipe to allow it to be prepared in a short timescale</td>
</tr>
<tr>
<td>Learning and continuing to learn</td>
<td><em>produce</em> a food product which demonstrates three specialist skills, e.g. rubbing in, shaping and kneading</td>
</tr>
<tr>
<td>Taking responsibility for own development</td>
<td><em>master</em> the use of different areas of the cooker</td>
</tr>
<tr>
<td>Managing and being managed by others</td>
<td><em>demonstrate</em> whisking/creaming as a method of adding air to cakes</td>
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**Skills path**

1. **Remembering**
2. **Understanding**
3. **Applying**
4. **Analysing**
5. **Evaluating**
6. **Creating**

**FOOD SKILLS**

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

**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

**Skills path**

- **Creating**
- **Evaluating**
- **Analysing**
- **Applying**
- **Understanding**
- **Remembering**

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

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

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

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

**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**

**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**

### Skills path

- **Creating**
- **Evaluating**
- **Analysing**
- **Applying**
- **Understanding**
- **Remembering**

### 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

**IMPORTANT FULL RESOURCE ONLINE**

**FOOD SKILLS**
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

Skills path

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

Skills path

Creating

Evaluating

Analysing

Applying

Understanding

Remembering

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

Skills path

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

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

Skills path

- **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**

**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

**FOOD SKILLS**

- **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**

**Skills path**

- **Creating**
- **Evaluating**
- **Analysing**
- **Applying**
- **Understanding**
- **Remembering**
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

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

Safe and hygienic practices

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

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

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
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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**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

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

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

Skills path

- **Creating**
- **Evaluating**
- **Analysing**
- **Applying**
- **Understanding**
- **Remembering**

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

**Food and the consumer**

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

**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

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### 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 bolognaise 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

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

**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

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**Skills path**

- **Creating**
- **Evaluating**
- **Analysing**
- **Applying**
- **Understanding**
- **Remembering**

**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**

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

**Food and the consumer**

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

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<th>Thinking skills in action</th>
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<td><strong>create</strong> a new food product and develop appropriate packaging</td>
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<tr>
<td>Applying</td>
<td><strong>debate</strong> the extent to which manufacturers should consider the environment when developing packaging for a food product</td>
</tr>
<tr>
<td>Analysing</td>
<td><strong>compare</strong> a range of labels/packaging using a questionnaire to establish the factors that may influence purchase</td>
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<tr>
<td>Evaluating</td>
<td><strong>apply</strong> your knowledge of food labelling to prepare a presentation to a new food manufacturing business</td>
</tr>
<tr>
<td>Creating</td>
<td><strong>outline</strong> the role of local authority departments in the monitoring of food labelling</td>
</tr>
<tr>
<td>Understanding</td>
<td><strong>describe</strong> the benefits to the manufacturer of legal requirements for packaging</td>
</tr>
<tr>
<td>Planning and organising</td>
<td><strong>identify</strong> the food labelling laws which protect the consumer</td>
</tr>
</tbody>
</table>

**Skills path**

- Remembering
- Applying
- Analysing
- Evaluating
- Creating

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

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

<table>
<thead>
<tr>
<th>Skills path</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>make an advert that encourages children to eat an unusual fruit or vegetable</td>
</tr>
<tr>
<td>Understanding</td>
<td>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.</td>
</tr>
<tr>
<td>Applying</td>
<td>explain issues around advertising and promotion of certain foods to children</td>
</tr>
<tr>
<td>Analysing</td>
<td>classify the common themes of adverts aimed at children</td>
</tr>
<tr>
<td>Evaluating</td>
<td>describe the effectiveness of adverts for children</td>
</tr>
<tr>
<td>Creating</td>
<td>recognise familiar brands of children’s foods from TV and magazines etc.</td>
</tr>
</tbody>
</table>
Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

Food and the consumer

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

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
### Skills path

- **Remembering**
- **Understanding**
- **Applying**
- **Analysing**
- **Evaluating**
- **Creating**

### 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.
Managing time
Creating
Evaluating
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Understanding
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Managing and being managed by others

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

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

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