



Design and Technology

Staple Foods Project



Year: DT Area: Teacher:

Name:

Key Assessment Area:

Circle the areas you will be assessed on during this project

Investigation

Designing

Planning

Making

Evaluation

Understanding

Start Level

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Target Level

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

Level Achieved: To be completed by teacher

		1 st Chance Date		2 nd Chance Date
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Learning Objective: Select key information and predict what you need to do.

Starting stimulus

Over the last 20 years, the range of foods available in Britain has changed and increased. There are a number of reasons for this:

- Peoples life styles have changed.
- Refrigeration and transportation of food has become more reliable.
- People travel aboard more than they used to and try out new foods.
- Supermarkets carry a wider range of produce.
- Staple ingredients from around the world are more widely.

Design Brief

As staple ingredients are more in demand and are increasingly available, people are more likely to use them in cooking.

Plan and make a range of healthy, nutritious and balanced meals that your family could eat using staple ingredients as the key ingredient of the meal.

Task 1: Planning my method

Identify and describe the steps you might take in order to successfully design, plan and make a meal that uses staple ingredients.

Success Criteria for task

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Learning Objective Numeracy Task :**Compile information in new ways**

Use the information below to create a pictograph showing the amount of staple food production by the top 10 countries

Your Key:

Your Pictograph:

Ten staples that feed the world by annual production.

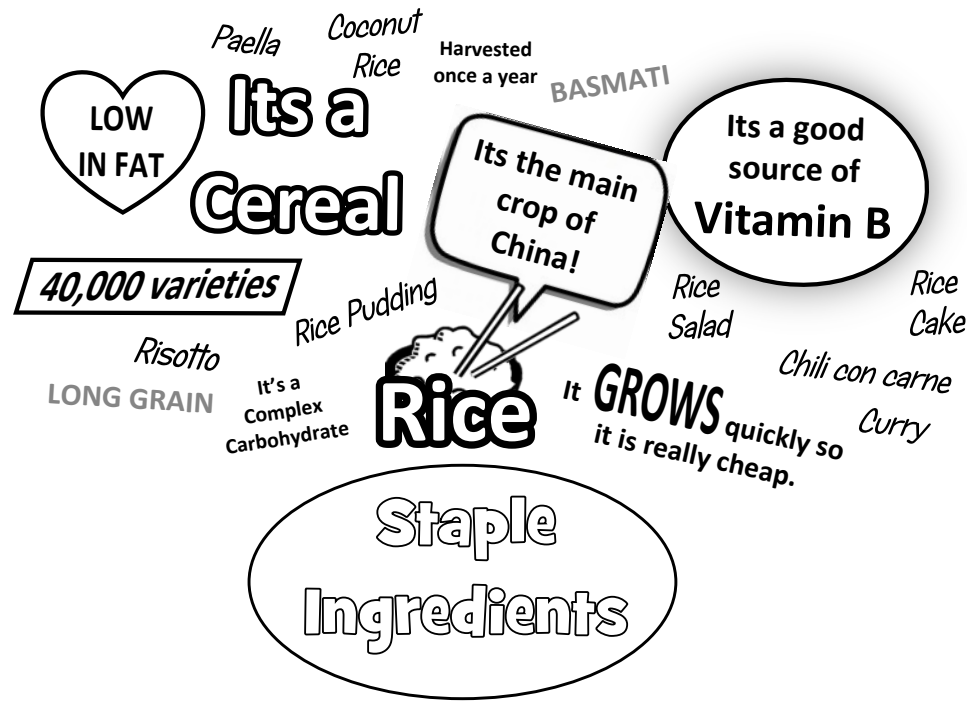
Rank	Crop	Metric tons	Country
1	Maize (corn)	873 million	Saint Vincent and the Grenadines
2	Rice	738 million	China
3	Wheat	671 million	New Zealand
4	Potatoes	365 million	Netherlands
5	Cassava	269 million	India
6	Soybeans	241 million	Egypt
7	Sweet potatoes	108 million	Senegal
8	Yams	59.5 million	Colombia
9	Sorghum	57.0 million	United Arab Emirates
10	Plantain	37.2 million	El Salvador

Learning Objective: Demonstrate a basic understanding of facts and ideas.

Complete the rich picture to show what you have learned or understood about staple foods.

Success Criteria for task

Potato	Corn
Flour	Pasta



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Learning Objective: Make use of information that you already know.

Fill in the chart and list all the foods you ate over the last 5 days(include all snacks). Describe what you ate, why you ate it and when.

Day	Foods	Why
Example	Corn flakes, apple, crisps, chicken sandwich Toffee Crisp, chicken and vegetables, yogurt	These are the usual things I eat.. My mum usually cooks chicken on this day. Yogurt was the only think in the fridge for dessert.

Looking at what you have eaten over the last few days, answer the questions below.

1. Which types of food do you tend to eat the most?

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2. Which types of food do you eat the least?

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3. Why do you think you eat few of these foods?

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4. Do you think you have a balanced diet? Please explain your answer.

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5. Suggest improvements you could make to your diet?

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6. What do you think 'A Balanced Diet' means?

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7. In the space below plan 3 balanced meals for 3 days.

Breakfast	Lunch	Dinner

8. Why do you think that these meals would be more balanced?

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Learning Objective: Compile information in new ways

From what you have learned about Pasta produce an advertising poster that could be used by a supermarket to promote their pasta products.

Success Criteria

4 different types of pasta

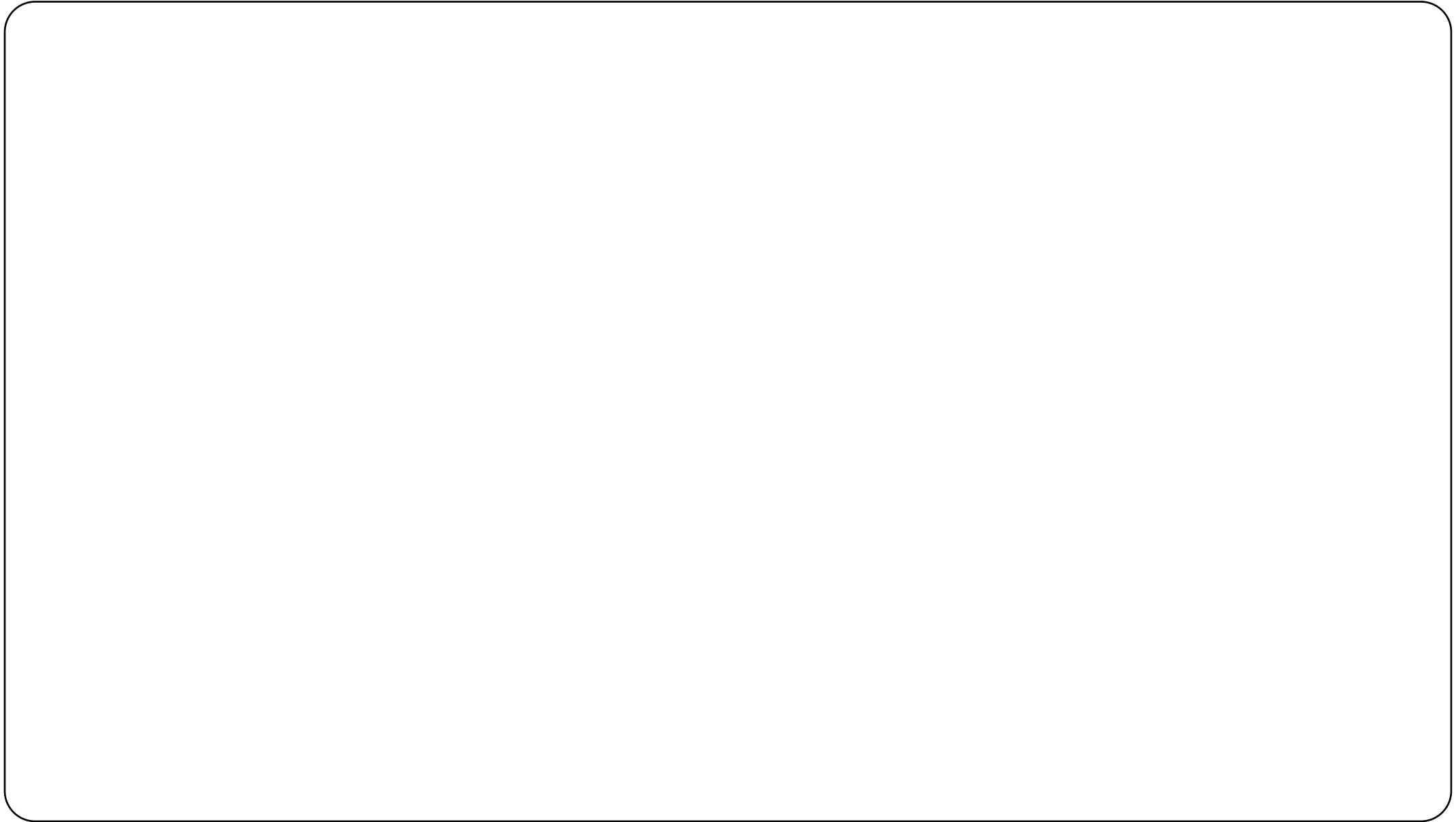
Nutritional value of pasta

Picture of pasta shape

Example of meals they could be used in

Cooking time

Colour and presentation



Key Assessment: Feedback

Name/Enw:

Date/Dyddiad:

Assessment Area: Investigation Designing Planning Making Evaluation Understanding

Was the task completed to the best of their ability: Yes / No

2nd chance to complete by date: / /

What you have done well.

READ

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Literacy Corrections

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What you need to do to improve / next steps.

READ

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1st chance

Level Achieved

Date

REMARK

2nd chance

Level Achieved

Date

Pupil response to feedback: Close the Gap

RESPOND

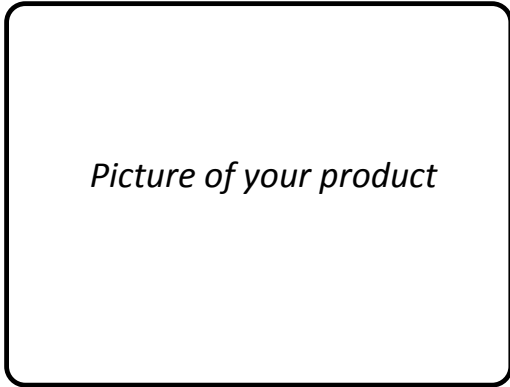
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Have you reached you target level in this area? YES / NO

What can you do to progress?

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Learning Objective: Make judgements about the quality of your work



Picture of your product

I made:

Describe how you think you worked when making your product.

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Describe any new skills, experiences or knowledge that were gained from what you made.

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Describe what your product looked like.

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Describe the smell of your product.

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Describe the taste of your product.

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Describe the texture of your product.

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Describe what someone else thought of your product.

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Describe how you could improve any element of your product.

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Award your product a mark out of 3 for the following.

Appearance

Smell

Taste

Texture

(1 is low 3 is high)

Total	/15
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Learning Objective: Compile information in new ways

From what you have learned about rice compare and contrast the use of rice in different countries.

Success Criteria (Evidence of the following compared and contrasted)

- At least 2 countries
- Types of rice *used*
- Ingredients added
- Cooking Method used



Challenge:

Compare and contrast more than one country.

Learning Objective: Make judgements about the quality of your work

Picture of your product

Use the scale 1 - 5 to evaluate the quality of your work and describe why you chose that value. Then add up all your values.

- 1 = Poor
- 2 = Satisfactory
- 3 = Good
- 4 = Excellent

1. Planning ingredients and method (1) (2) (3) (4)

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2. Hygiene and safety in the kitchen (1) (2) (3) (4)

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3. Perseverance and work ethic (1) (2) (3) (4)

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4. Team work and collaboration (1) (2) (3) (4)

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5. Time management (1) (2) (3) (4)

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6. Organisation and cleanliness (1) (2) (3) (4)

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7. Listening to instructions (1) (2) (3) (4)

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8. Use of equipment (1) (2) (3) (4)

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Award your product a mark out of 3 for the following.

(1 is low 3 is high)

Appearance

Smell

Taste

Texture

Total

/15

Add up your values

- 27 - 32** = Master chef well done!
- 17 - 26** = Head chef
- 9 - 16** = Trainee Chef
- 8** = Dish washer must try harder

Learning Objective: Compile information in new ways

You should have now experienced investigating 2 staple food products and shown your learning in 2 different ways. Use these skills to investigate a new staple food and record your findings as a rich picture, poster or compare and contrasting.



Challenge:

Record your findings in a unique and interesting way.

Assessment Area: Investigation Designing Planning Making Evaluation Understanding

Was the task completed to the best of their ability: Yes / No

1st chance to complete by date: / /

2nd chance to complete by date: / /

What you have done well.

☆

☆

If the key assessment task is not completed to the best of your ability in the time given, you will not have shown significant progress and will not move up a level for that assessment area.

Literacy Corrections

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What you need to do to improve / next steps.

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Close the Gap

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Level Achieved	Date	Level Achieved	Date
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**Update your progress on your MUDPIE Pupil Progress Sheet.
Diolch!**

Learning Objective: To understand the people, organisations and world institutions involved in the Fairtrade rice process.

Learning Outcome: Present and defend opinions of facts and ideas

What part do these people or organisations play in producing, transporting, distribution and buying of rice from Thailand to the UK and how could they ensure that the trade of goods is fair. Add your ideas to the ellipses.

Rice Farmer

**World trade
organisation**

supermarket

Thai Gouvernemt

UK Gouvernment

Consumer

