

UKS2 Unit – Food (Fair Trade Cookies)

To design, make and evaluate cookies using fair trade ingredients to be sold at the Christmas markets

Knowledge Progression

Food

- ✓ Select and prepare foods for a particular purpose.
- ✓ Work safely and hygienically.
- ✓ Show awareness of a healthy diet (using the eatwell plate).
- ✓ Know where and how ingredients are grown and processed – Focus on Fair trade products.
- ✓ Consider influence of chefs e.g. Tom Hunt, Melissa Hemsley, Co-op and other fair trade ambassadors.

Skill Progression

Food

- ✓ Prepare food products taking into account the properties of ingredients and sensory characteristics.
- ✓ Weigh and measure using scales.
- ✓ Use a range of cooking techniques.

Key Learning

During the unit children will learn about the origins of fair trade and learn about some ambassadors of fair trade such as Tom Hunt and Melissa Hemsley. They will be briefed by a local bakery to design and create a fair trade cookie to sell. They will plan recipes, develop criteria, taking customers' needs into consideration. When making their cookies, they will revisit health and hygiene rules and learn new skills when mixing and measuring ingredients. They will present their work to others and evaluate their own and others' work in a positive manner.

Vocabulary

<u>Design</u>	<u>Make</u>	<u>Knowledge and Understanding</u>	<u>Glossary</u>
Design brief Purpose Profit Public Local Sell Community Health Diet Investigate Evaluate Preference Seasonal Harvested Research	Assembling Cutting Sensory vocabulary Slicing Peeling Cutting Squeezing Choosing Ingredients Tasting Arranging Popular Savoury Sweet Odour	Fair Trade Evaluate Function Purpose User Criteria Functional Make Annotated Improvised Nutritional vocabulary Weather Tourist Climate	✓ Fair Trade – trade between countries in developed countries and producers in developing countries in which fair prices are paid to the producers. ✓ Appearance – how the food looks to the eye. ✓ Texture – how the product feels in the mouth. ✓ Sensory evaluation – evaluating food products in terms of the taste, smell, texture and appearance. ✓ Preference test – trying different foods and deciding which you like best. ✓ Processed food – ingredients that have been changed in some way to enable them to be stored, eaten or used in food preparation and cooking.

Consumer	Blend	Farmer	
Misconceptions			
Fair trade products are always more expensive Only a small amount of money you pay for fair trade items go back to the farmers			
Prior Knowledge			
LKS2: <u>Skills</u> <u>Food</u> ✓ Join and combine a range of ingredients. <u>Knowledge</u> <u>Food</u> ✓ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel. ✓ Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). ✓ Follow instructions/recipes. ✓ Make healthy eating choices – use the Eatwell plate. ✓ Explore seasonality of vegetables and fruit. ✓ Find out which fruit and vegetables are grown in countries/continents studied in Geography. ✓ Develop understanding of how meat/fish are reared/caught.			
Future Learning			
KS3 Design ✓ use research and exploration, such as the study of different cultures, to identify and understand user needs ✓ identify and solve their own design problems and understand how to reformulate problems given to them ✓ develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ✓ use a variety of approaches [for example, biomimicry and user-centred design] to generate creative ideas and avoid stereotypical responses ✓ develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations Make ✓ select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture ✓ select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties Evaluate ✓ analyse the work of past and present professionals and others to develop and broaden their understanding			

- ✓ investigate new and emerging technologies
- ✓ test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups
- ✓ understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists

Technical Knowledge

- ✓ understand and use the properties of materials and the performance of structural elements to achieve functioning solutions
- ✓ understand how more advanced mechanical systems used in their products enable changes in movement and force
- ✓ understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]
- ✓ apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors] and control outputs [for example, actuators] using programmable components [for example, microcontrollers]

Possible Activities/Evidence

- ✓ IEA – Create a design brief for the product , Analysis needs to include key events, individuals and products – **Fair Trade (Greenhalghs, famous chef links)**
- ✓ IEA – Explore and evaluate a range of fair trade cookies (possibly include a non fair trade cookie, can they tell a difference? Price/taste)
- ✓ FOCUSED ACTIVITY – Group experiment – explore various cookie recipes, cook and evaluate
- ✓ DMEA- Create annotated sketches to plan their final product and design in an appealing way based on their target audience
- ✓ DMEA- Make final product including a variety of additional and appropriate choices
- ✓ DMEA- Evaluate completed work against the design brief

Retrieval Quiz Questions

1: Audience

What is fairtrade?

- A. A way of selling products as cheaply as possible. ✗
- B. A special type of supermarket. ✗
- C. A system that helps farmers and workers get a fair price and fair treatment for their products. ☒
- D. A machine used to make chocolate and coffee. ✗

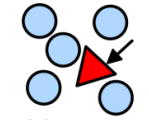
2: What features are important when creating a cookie?

- A. It should look appealing, taste good, and have a suitable texture. ☒
- B. It should be as heavy as possible. ✗
- C. It must always be square and blue. ✗
- D. It should only contain one ingredient. ✗

3: Why is it important to weigh ingredients correctly?

- A. So the recipe works properly and the finished product tastes and looks as expected. ☒
- B. To make washing up easier afterwards. ✗
- C. So the ingredients fit in the mixing bowl. ✗
- D. To make the cookie bake faster in the oven. ✗

Digging Deeper



Odd One Out

DIGGING DEEPER



Chocolate



Meat



Coffee



Order

DIGGING DEEPER

Which order will you complete these instructions to create your Fair trade cookie? Order these from 1-6 with 1 being your first instruction.



1

2

3

4

5

6

- | |
|--|
| Convert the ingredients to the same measurement. |
| Add the ingredients to a mixing bowl and mix together. |
| Add to the pre-heated oven to bake. |
| Measure each ingredient accurately and carefully. |
| Leave to cool – then decorate! |
| Roll out the dough and create uniformed balls. |