

	Key Stage 1 (5-7 years)	Key Stage 2 (7-11 years)	Key Stage 3 (11-14 years)
Science	Scientific enquiry		
	2f - Investigative skills to explore food using the senses of smell, touch and taste as appropriate		1a - the interplay between empirical questions, evidence and scientific explanations using historical and contemporary examples -find out how scientists linked diseases to a lack of specific nutrients
	Life processes and living things in their environment		
	2b - that humans and other animals need food and water to stay alive 2c - that taking exercise and eating the right types and amounts of food help humans to keep healthy	1a – that the life processes common to humans and other animals include nutrition, movement, growth and reproduction	5f – how toxic materials can accumulate in food chains
	Materials and their properties		
	2b - to explore and describe the way materials such as water, chocolate, and bread change when they are heated and cooled		2h – that virtually all materials are made through chemical reactions, and to recognise the importance of chemical change in everyday situations e.g. ripening fruit and cooking food
Humans and other animals			
	2b - the need for food for activity and growth, and the importance of an adequate and varied diet for health	2a - the need for a balanced diet containing carbohydrates, proteins, fats, minerals, vitamins, fibre and water, and about foods that are sources of these 2d - that food is used as fuel during respiration to maintain the body's activity and as a raw material for growth and repair	
Schemes of work (some examples)	<u>Unit 1A Ourselves</u> Children discuss why we eat what we eat and drink and the needs of pets and other familiar animals. <u>Unit 2A Health and Growth</u> Children discuss what they eat and the importance of drinking water and following a balanced diet and are shown a variety of basic food types e.g. vegetables, fruit and bread.	<u>Unit 5A Keeping Healthy-Update</u> Review work on growth and diet, through discussion e.g. using a true/false quiz of children's ideas about a balanced diet and explanation of why diet is important in terms of activity, growth and staying healthy.	<u>Unit 8A Food and Digestion</u> Pupils are taught what's in food and its importance as a source of raw materials for the body; as an energy source; that foods contain a mix of proteins, carbohydrates, fats, minerals, fibre and water and their function in the body and that a healthy diet contains a balance of foodstuffs. <u>Unit 9B Fit and Healthy</u> Pupils learn: -how the human respiratory, digestive and circulatory systems interact to maintain activity -about the functions of the skeleton -about ways in which diet, exercise, smoking and drugs affect health
Design & Technology (Including Food Technology)	Developing, planning and communicating ideas		
	1b - develop ideas by shaping materials and putting together components	1a - generate ideas for products after thinking about who will use them	1f - suggest outline plans for designing and making
Working with tools, equipment and materials to make quality products			
2a - select tools, techniques and materials for making their product 2b - explore the sensory quality of materials 2c - measure, cut and shape a range of materials 2f - follow safe procedures for food safety and hygiene	2c - explore the sensory qualities of materials and how to use them 2f - follow safe procedures for food safety and hygiene	2b - take account of the working characteristics and properties of materials when deciding how to use them 2c - to join and combine materials accurately to achieve functional results 2d - to make single products and products in quantity, using a range of techniques 2e - about the working characteristics and applications of a range of modern materials [genetically engineered foods or synthetic	

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			flavours, and smart materials such as modified starches]
	Knowledge and understanding of materials		
	4a - taught about the working characteristics of materials	4a - how the working characteristics of materials affect the ways they are used 4b - how materials can be combined and mixed to create more useful properties	4a – to consider physical and chemical properties and working characteristics of a range of common and modern materials
	Breadth of study		
	5b - focused practical tasks that develop a range of techniques, skills, processes and knowledge 5c - design and make assignments using a range of materials, including food		7c – design and make assignments in different contexts. The assignments should include control systems, and work using a range of contrasting materials, including resistant materials, compliant materials and/or food.
	Evaluating processes and products		
		3c – recognise the quality of a product depends on how well it is made	
Schemes of work (some examples)	<p><u>Unit 1C Eat More Fruit and Vegetables</u> This unit develops children's understanding of designing and making with food and the importance of healthy eating. They make choices based on the properties of different fruit and vegetables in order to design and make a product for a particular occasion or target group to encourage them to eat more fruit and vegetables.</p> <p>Pupils are introduced to a sensory vocabulary.</p>	<p><u>Unit 3B Sandwich Snacks</u> Children learn basic food preparation techniques and ways of combining components to create simple food products for a particular purpose.</p> <p><u>Unit 5B Bread (This unit can be adapted to make other baked food product e.g. biscuits, cakes, pizza or snack bars.)</u> This unit provides an opportunity to develop children's understanding of, and skills in, working with food through a range of activities related to bread products.</p> <p><u>Unit 5D Biscuits</u> This unit builds on unit 5B. Children learn how to adapt a basic food recipe to develop a product with specified criteria. Investigation of existing products from all cultures will inform design ideas.</p>	<p><u>Unit 7A Understanding Materials</u> Pupils develop their understanding of the properties of materials/ingredients and apply this when designing with food. Pupils design and make a new salad/soup that encourages people to eat plenty of fruit and vegetables.</p> <p><u>Unit 8A Exploring Materials</u> Pupils explore properties of materials/ingredients so they will be able to identify appropriate materials/ingredients for a task. Pupils design a layered chilled dessert, or a sauce with other ingredients to make a ready-prepared meal.</p> <p><u>Unit 9A Selecting Materials</u> Pupils design and make a meal for customers with special dietary needs, selecting ingredients based on their nutritional and working characteristics.</p>
	Knowledge and understanding of places		
Geography	3e - to recognise how places are linked to other places in the world (for example, food from other countries)	3g - to recognise how places fit within a wider geographic context and are interdependent (for example through the supply of goods (e.g. food)	3e - to explain how places are interdependent (for example, through trade, aid, international tourism), and to explore the idea of global citizenship
	Knowledge and understanding of environmental change and sustainable development		
			5b - to explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives
	Breadth of study		
			6f - population distribution and change, including: iii) the interrelationship between population and resources
Schemes of work (some examples)	<p><u>Unit 5 – Where in the world is Barnaby Bear?</u> A continuous unit developed throughout the key stage. It uses Barnaby the teddy bear to enable children to learn about other countries and places. Barnaby travels with different people connected to the school as well as on school visits.</p>	<p><u>Unit 10 – A village in India</u> Children develop ideas about a less economically developed country. The unit is based on a photopack about the village of Chembakolli, India. Children discuss what they might eat in the village and if linked to D&T children design, prepare and cook a lentil dish, curry or an Indian sweet.</p>	<p><u>Unit 11 – Investigating Brazil</u> Pupils carry out a detailed study of Brazil as an example of a less economically developed country, this includes research on how life in the UK is linked to Brazil e.g. food, clothes.</p>

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	<p><u>Unit 11 – Water</u> Children learn about the water supply around the world. They learn about the importance of clean water and investigate how it is supplied. They also consider who owns and manages water, and contrast water use at home with use in less economically developed countries.</p>	<p><u>Unit 18 – The global fashion industry/processed foods</u> Pupils develop their understanding of the global nature of economic activity and development through study of the fashion industry (processed foods can be studied if deemed more appropriate).</p>