

Knowledge

- Understand the types of food grown in the rainforest like the Amazon, Papua New Guinea or Congo.
- Rainforests cover approximately less than 6% of the Earth's total surface area, yet they are home to 50% of the Earth's plants and animals.
- About 80% of all the world's food originally came from the rainforest.

Reared food is where animals are brought up for the purpose of providing food in one way or another.

Processed foods are foods that have been altered from their natural state, either to make them safe or because it makes them easier to store or eat.

e.g.
Butter and cheese being made from milk

Caught food generally refers to the process of catching fish.

This means they have been caught in the wild using nets, hand-lines, divers or traps to help catch different seafood.

Vocabulary

- Cross contamination-bacteria or microorganisms mistakenly transferred from one thing to another, with harmful effects.
- Ratio-quantitative relation between two amounts.
- Simmer-a hot liquid, which is just below boiling point.
- Boiling point-when the temperature of a liquid reaches 100 degrees C and bubbles.
- Sauté-cook food quickly in a small amount of oil over a fairly high temperature.
- Brown-process of food changing colour as it is cooked.
- Reared
- Processed
- Refine-to improve a recipe.

Design, make, evaluate.

1. Research foods that originate and are grown in the rainforest.
2. Look at examples of simple curry recipes, consider ingredients and cooking skills.
3. Design a recipe for a healthy curry that uses food that could be found in the rainforest.

Butternut squash



Pineapple



4. Make food safely and hygienically.
5. Evaluate the dish and making process. Could you use a different technique? What other rainforest foods could you use?

Skills

- Calculate ratios of ingredients, and scale up or down.
- Create and refine a recipe, including cooking skills.
- Demonstrate a range of preparation and cooking techniques.
- Evaluate against the design criteria.

Skills	
Design	<p>Use the internet for research and design ideas.</p> <p>Take a user's view into account when designing.</p> <p>Begin to consider the needs/wants of individuals/groups when designing, and ensure the product is fit for purpose.</p> <p>Create their own design criteria.</p> <p>Have a range of ideas.</p> <p>Produce a logical, realistic plan and explain it to others.</p> <p>Use annotated sketches.</p> <p>Make design decisions considering time and resources.</p>
Make	<p>Use selected tools/equipment with a good level of precision.</p> <p>Produce suitable lists of tools, equipment/materials needed.</p> <p>Create and follow a detailed step-by-step plan.</p> <p>Explain how the product will appeal to an audience.</p> <p>Mainly accurately measure and cut ingredients.</p> <p>Mainly accurately combine ingredients.</p> <p>Use techniques that involve a small number of steps.</p>
Evaluate	<p>Evaluate quality of design while designing and making.</p> <p>Evaluate ideas and finished product against specification, considering purpose and appearance.</p> <p>Test and evaluate the final product.</p> <p>Research how sustainable materials are.</p> <p>Talk about some key chefs of products.</p>
Cooking and nutrition	<p>[Curry]</p> <p>Explain how to be safe/hygienic and follow the guidelines.</p> <p>Present product well - interesting, attractive, fit for purpose.</p> <p>Begin to understand the seasonality of foods.</p> <p>Understand food can be grown, reared or caught in the UK and the wider world.</p> <p>Describe how recipes can be adapted to change appearance, taste, texture, aroma.</p> <p>Calculate ratios of ingredients to upscale or downscale a recipe.</p> <p>Create and refine a recipe, including cooking skills.</p> <p>Prepare and cook some savoury dishes safely and hygienically including, where appropriate, use of heat source.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing.</p>