

Subject: Food Technology year 7

Long-term plan



ST. MARY MAGDALENE
C OF E SCHOOL
PENINSULA CAMPUS
*Excellence through innovation,
founded in faith since 1840.*

20 weeks per rotation

40 hours of Food per rotation

This scheme of work has been developed to enable pupils to learn where food comes from, how to cook a range of dishes safely and hygienically and to apply their knowledge of healthy eating.

Aims:

- Pupils will develop their knowledge and understanding of ingredients and healthy eating.
- Pupils will develop food preparation and cooking techniques.
- Pupils will develop their knowledge of consumer food and drink choice.
- Pupils will be able to apply their knowledge to make informed choices.
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create high quality dishes for a wide range of users.
- Pupils will evaluate and test their ideas and products and the work of others.

Objectives:

- recall and apply the principles of *The Eatwell guide* and the 8 tips for healthy eating, to their own diet;
- demonstrate a range of food preparation and cooking techniques;
- recall and apply the principles of food hygiene and safety;
- adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes;
- identify how and why people make different food and drink choices;
- demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;
- be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;
- be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn;
- track their progress using a progress tracker booklet (cooking, nutrition, ingredients and creativity).

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	Hygiene, Health & Safety Understanding the food room, expectations and hygiene H&S (including 4 C's, knife handling and hazards). Apply and evidence principles through all practicals.
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	Principles of food and healthy eating Understand and apply the Eat Well Guide, 8 tips for healthy eating and portion size. Comparing and evaluating existing products, sensory analysis. Cook using appropriate equipment and skills then evaluate THREE dishes (two savory, one sweet). Cross-curricula link with science – yr7 Unit 5 Diet & Health
Aut1-6		
Aut1-7		

		Provenance: Where fruits and veg come from and seasonality/price. Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation' Assessment Booklet? Written? Practical?
		Half term holiday
Aut2-1	November	Hygiene, Health & Safety Understanding the food room, expectations and hygiene H&S (including 4 C's, knife handling and hazards). Apply and evidence principles through all practicals.
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5		
Aut2-6	December	Principles of food and healthy eating Understand and apply the Eat Well Guide, 8 tips for healthy eating and portion size. Comparing and evaluating existing products, sensory analysis. Cook using appropriate equipment and skills then evaluate THREE dishes (two savory, one sweet). Cross-curricula link with science – yr7 Unit 5 Diet & Health Provenance: Where fruits and veg come from and seasonality/price. Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation' Assessment Booklet? Written? Practical?
Aut2-7		
		Christmas holiday
Spr1-1	January	Food and drink choices Understand why people make the dietary choices they make: religion, culture, allergies/intolerances, affordability, age (energy requirements), food availability. Reiterating the Eat Well Guide and 8 tips for healthy eating. Strong links to RS - Year 7 term 3 halal and year 8 term 2 Buddhism year 8 term 6 Judaism
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	Creative food preparation and healthy eating Planning and engaging in an iterative process of creating meals based on dietary requirements. Food product evaluations and redesigns. Plan, cook and evaluate THREE food products (two savory and one sweet) Cross-curricula link with science – yr7 Unit 5 Diet & Health Provenance To explain where starchy carbohydrates come from and why they are important in the diet. To explain where protein comes from and why it is needed in the diet. Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation' Assessment Booklet? Written? Practical?
		Half term holiday
Spr2-1		Food and drink choices

Spr2-2		<p>Understand why people make the dietary choices they make: religion, culture, allergies/intolerances, affordability, age (energy requirements), food availability. Reiterating the Eat Well Guide and 8 tips for healthy eating.</p> <p>Strong links to RS - Year 7 term 3 halal and year 8 term 2 Buddhism year 8 term 6 Judaism</p> <p>Creative food preparation and healthy eating Planning and engaging in an iterative process of creating meals based on dietary requirements. Food product evaluations and redesigns. Plan, cook and evaluate THREE food products (two savory and one sweet)</p> <p>Cross-curricula link with science – yr7 Unit 5 Diet & Health</p> <p>Provenance To explain where starchy carbohydrates come from and why they are important in the diet. To explain where protein comes from and why it is needed in the diet.</p> <p>Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation'</p> <p>Assessment Booklet? Written? Practical?</p>
Spr2-3	March	
Spr2-4		
Spr2-5		
Spr2-6		
	April	Easter holiday
Sum1-1	May	<p>Sustainability Food miles, Fairtrade, packaging, farming. To understand why we should care about where our food comes from and how we can encourage others to too. Understand the impact food has on the environment.</p> <p>Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation' & 'Chaotic climate change.'</p> <p>Developing, applying and evidencing practical skills Consolidating practical learning and developing skills/understanding, whilst focusing on sustainability in food. Evaluating all dishes with a sustainability focus (how could we make this more sustainable?) while commenting on H&S, hygiene, sensory analysis. Cooking THREE dishes (two savory and one sweet).</p> <p>Provenance To explain where dairy and alternatives come from and why they are important in the diet. To explain where fats and spreads comes from and why they are essential but should be limited in the diet.</p> <p>Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation'</p> <p>Assessment One controlled practical assessment. Written test? Booklet?</p>
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	Half term holiday
Sum2-1	July	<p>Sustainability Food miles, Fairtrade, packaging, farming. To understand why we should care about where our food comes from and how we can encourage others to too. Understand the impact food has on the environment.</p> <p>Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation' & 'Chaotic climate change.'</p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5		
Sum2-6		
Sum2-7		

		<p>Developing, applying and evidencing practical skills Consolidating practical learning and developing skills/understanding, whilst focusing on sustainability in food. Evaluating all dishes with a sustainability focus (how could we make this more sustainable?) while commenting on H&S, hygiene, sensory analysis. Cooking THREE dishes (two savory and one sweet).</p> <p>Provenance To explain where dairy and alternatives come from and why they are important in the diet. To explain where fats and spreads comes from and why they are essential but should be limited in the diet. Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation'</p> <p>Assessment One controlled practical assessment. Written test? Booklet?</p>
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Medium Term Plan

Teaching and learning overview

Lesson	Learning objectives.
1 Lesson plan 1 t-c-1113-a4-editable-allergy-chart-ver 1/Editable Main.docx	Find out any allergies/intolerances – write on chart in classroom! To explain the layout of the food room. To introduce pupils to the progress tracker. To recognise, name and locate the tools and equipment in the food room. To describe the expectations for working in the food room. To explain and apply food hygiene and safety practices used. To practice safe and effective use of knives. To compare and evaluate existing products.
2 T3-DT-14-Seasons-Eating-Differentiated-Activity-Sheet/Activity Sheet.pdf	To understand what the term seasonality means and what we mean by 'in season' when referring to fruit and vegetables To know what the different seasons are called To know when the different seasons are To be able to identify seasonal fruits and vegetables To explain where fruit and vegetables come from and how seasonality affects price and availability. To apply learning by designing a seasonal fruit smoothie. Cross-curricula link with Geography – yr8 Spring term 'Industrialisation and globalisation'
3	To prepare and cook a smoothie . To demonstrate the safe use of sharp knives. To apply the principles of food hygiene and safety when cooking. To demonstrate good washing-up and cleaning skills. To evaluate using sensory words.
4	To describe the principles of <i>The Eatwell Guide</i> and relate this to their own diet.

	<p>To name the main nutrients provided by <i>The Eatwell Guide</i> food groups.</p> <p>To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size.</p> <p>To compare and evaluate existing products.</p> <p>Cross-curricula link with science – yr7 Unit 5 Diet & Health</p>
5	<p>To prepare and cook a vegetable couscous.</p> <p>To demonstrate the safe use of the hob, sharp knives and to measure liquids accurately.</p> <p>To investigate and evaluate the effects of cooking vegetables.</p> <p>To apply the principles of food hygiene and safety when cooking.</p> <p>To evaluate using sensory words.</p>
6	<p>To prepare and cook a vegetable pizza.</p> <p>To demonstrate the safe use of sharp knives and to measure dry ingredients accurately.</p> <p>To learn and apply the 'rubbing in' technique and kneading to create the pizza dough.</p> <p>To investigate and evaluate the effects of cooking vegetables (h/w).</p> <p>To apply the principles of food hygiene and safety when cooking.</p> <p>To evaluate using sensory words.</p>
7	<p>To update progress trackers to reflect this half terms learning.</p> <p>To sit written assessment to assess theoretical learning throughout the half term.</p>
8	<p>To explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet.</p> <p>To discuss energy balance.</p> <p>To identify how lifestyle and culture can affect food choice.?</p> <p>To calculate the energy and nutrients provided by a recipe using a nutrition analysis programme.</p>
9	<p>To prepare and cook an apple crumble.</p> <p>To demonstrate weighing and measuring, rubbing-in, preparation of fillings, e.g. peeling, slicing, layering ingredients, using the oven (baking).</p> <p>To apply the principles of food hygiene and safety when cooking.</p> <p>To evaluate using sensory words and iterative design.</p>
10	<p>To prepare and cook egg fried rice.</p> <p>To demonstrate safe cutting skills, using the hob/stir frying skills, the ability to adjust seasoning.</p> <p>To apply the principles of food hygiene and safety when cooking.</p> <p>To evaluate using sensory words and iterative design.</p>
11	<p>To explain where eggs and other proteins come from and their importance in the diet.</p> <p>To list the food choices available for vegetarians and explain how their dietary needs are met.</p> <p>To identify how lifestyle and culture can affect food choice.</p> <p>To investigate the characteristics of these foods (eggs) in cooking. Plan to cook a Spanish frittata/tortilla.</p> <p>Strong links to RS - Year 7 term 3 halal and year 8 term 2 Buddhism year 8 term 6 Judaism</p>
12	<p>To prepare and cook a Spanish frittata/tortilla.</p> <p>To demonstrate safe cutting skills, using the hob, the ability to adjust seasoning, baking.</p> <p>To understand why the protein in eggs hardens and turns brown (coagulation).</p> <p>To apply the principles of food hygiene and safety when cooking.</p>

	To evaluate using sensory words and iterative design.
13	To update progress trackers to reflect this half terms learning. To sit written assessment to assess theoretical learning throughout the half term.
14	To explain where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products. To compare and evaluate a range of dairy and alternative products using food labels and sensory evaluation.
15	To prepare and cook cheesy scones with dairy or alternatives. To demonstrate the safe use of the grill/oven, grater and other small equipment. To display the following skills: measuring, weighing, combining, rubbing-in, forming & shaping. To apply the principles of food hygiene and safety when cooking. To evaluate using sensory words and iterative design.
16	To Investigate the price of our favourite fruit and use findings to generate statistics and develop theories about patterns or factors in pricing To Learn about how bananas are grown and how the people involved are affected by banana pricing To Examine the different factors influencing banana pricing including the role of retailers, consumer demand and technology To Reflect on the role of Fairtrade in assuring farmers are protected from competitive price wars. To write a recipe for fairtrade breakfast muffins. Bananas dont just grow on trees lesson plan.pdf
17	To prepare and cook a batch of fairtrade banana breakfast muffins and evaluate the dish. To demonstrate the skills of mixing, folding and dividing a mixture, using the oven. To apply the principles of food safety and hygiene when cooking. To evaluate using sensory words and iterative design.
18	To understand different types of farming (intensive, organic, free-range). To explain why people want to know where their food comes from. To learn how to debate based on a given farming technique. To plan a dish based on a farming technique (for example, organic eggs or free-range chicken)
19	To prepare and cook free-range chicken stir-fry or tofu stir-fry . To demonstrate chicken preparation, measuring, safe cutting, stir-frying and simmering. To apply the principles of food hygiene and safety when cooking. To calculate the cost of the dish and compare with restaurant/take away.
20	Written test and peer mark. To appraise and evaluate their learning journey. To evaluate their practical cooking experiences.

Differentiated learning outcomes summary

All pupils will: grade 1c to 1-	Most pupils should: Grade 1 to 2	Some pupils will progress further: Grade 2+ to 3+
<p>Carry out 9 practical cooking lessons, making a range of basic dishes.</p> <p>List the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Describe the principles of <i>The Eatwell Guide</i> and relate it to their own diet. Name the main nutrients provided by <i>The Eatwell Guide</i> food groups. Explain the 8 tips for healthy eating.</p> <p>Describe where a range of foods are from and how</p>	<p>Carry out with skill and accuracy 9 practical cooking lessons, making a range of dishes.</p> <p>Explain the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Describe and explain the principles of <i>The Eatwell Guide</i> and relate it to the diet. Name the main nutrients and their functions provided by <i>The Eatwell Guide</i> food groups. Explain and apply the 8 tips for healthy eating to their own diet.</p>	<p>Independently, with skill and accuracy carry out 9 practical cooking lessons, making a range of dishes.</p> <p>Describe the principles of food hygiene and safety when cooking and manage their implementation independently.</p> <p>Describe and explain the principles of <i>The Eatwell Guide</i>, and use it when devising meals and menus for themselves and others. Name the main nutrients and their functions provided by <i>The Eatwell Guide</i> and recognise that the amount of energy and nutrients provided by food depends on the portion eaten.</p>

<p>they are used to create dishes.</p> <p>Identify some factors that can affect food choice.</p> <p>Apply knowledge of ingredients to design a dish for a specific purpose.</p>	<p>Describe and categorise a range of foods, state how they are used to create a wide range of dishes.</p> <p>Identify and explain a range of factors that can affect food choice.</p> <p>Apply knowledge of ingredients to create a dish for a specific purpose and justify their choice.</p>	<p>Explain and apply the 8 tips for healthy eating to the diet.</p> <p>Describe where a range of foods are from, how they are processed and different ways in which they are used to create a range of dishes.</p> <p>Identify, explain and summarise the factors that affect food choice.</p> <p>Propose a design for a new dish taking into account the specific needs; apply their knowledge of ingredients and healthy eating.</p>
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National Curriculum

Design and Technology KS3 Curriculum (focus areas for Year 7 D&T shown in bold)

<p>Design & Technology</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge understanding and skills needed to engage in an iterative process of designing and making.</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • 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, 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 and computer-based tools 	<p>Cooking and nutrition:</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand and apply the principles of nutrition and health • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in a range of cooking • understand the source, seasonality and characteristics of a broad range of ingredients.
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<p>Make</p> <ul style="list-style-type: none"> • 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 <p>Evaluate</p> <ul style="list-style-type: none"> • 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 	
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National Curriculum

KS3 Curriculum links

English:

Reading

Pupils should be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

Writing

Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Pupils should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

Grammar and vocabulary

Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics:

Number

Pupils should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change

Pupils should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Science: Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- comparing energy values of different foods (from labels) (kJ).

RS and Health education: (statutory from September 2020)

Healthy eating

Secondary school pupils should continue to develop knowledge specified for primary:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

and cover the specified secondary content:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

and cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

(Note: there are additional statements for Physical health and fitness in the statutory guidance.)

Health and prevention

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

and cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

(Note: there are additional statements for Health and prevention in the statutory guidance.)