Programme of Study

Food Preparation Nutrition

Year 7

NB: Students are on a carousel half of the year group does Food Technology and Graphics the other half does computer Science (Classes are split between graphics and food then they rotate) then Spring second half term computer science , Food Tech and graphics rotate

Autumn First half term	Autumn Second Half term	Spring First half term	Spring Second Half term	Summer First half term	Summer Second Half term
Topic / Key Question: **Getting to know the Food Technology room;** **What is Healthy Eating?** • **Health and Safety** • The Kitchen layout • Basic kitchen Equipment • Expectations and routine for working in the food room • The safe and effective use of knives.	Topic / Key Question: **Student will further develop knowledge and skills introduced during the first half term.** • **Culinary Skills:** Further development of cutting techniques and safe use of knives. • Reading and following a recipe • **Culinary Skills:** Baking, shaping,	Topic / Key Question: **Where does food come from?** • **Commodities:** Food provenance/miles: Where does our food come from? • **Food Science:** Raising agents. Dextrinisation. • **Culinary Skills**: Rubbing in Method. • Reading and following a recipe • **The Science of cooking**: Cooking Method. Using the	Topic / Key Question: **Getting to know the Food Technology room.** **What is Healthy Eating?** • **Health and Safety** • The Kitchen layout • Basic kitchen Equipment • Expectations and routine for working in the food room • The safe and effective use of knives.	Topic / Key Question: **Student will further develop knowledge and skills introduced during the first half term.** • **Culinary Skills:** Further development of cutting techniques and safe use of knives. • Reading and following a recipe • **Culinary Skills:** Baking, shaping,	Topic / Key Question: **Where does food come from?** • **Commodities:** Food provenance/miles: Where does our food come from? • **Food Science:** Raising agents. Dextrinisation. • **Culinary Skills**: Rubbing in Method. • Reading and following a recipe • **The Science of cooking**: Cooking Method. Using the

• Parts of the cooker • **Introduction to The Science of Cooking**: Cooking Method Grilling: French Bread Pizza • **Introduction to Culinary Skills:** Cutting techniques Reading and following a recipe • **Introduction to Food Science**: Enzymic Browning: Fruit Salad • Sensory Analysis comparison of products to be decided according to season. • **Introduction to Nutrition**: the Eatwell Guide	• **Science of Cooking**: Cooking Methods. Using the hob. Melting Method: Chewy Oat Cookies. Baking. • **Food Science:** Gelatinisation: Pasta Salad Caramelisation, Dextrinisation: Cheese Scones. • **Commodities:** Using seasonal/local Food. • Food Choices	oven, Baking: Raspberry Thumbprint Buns	• Parts of the cooker • **Introduction to The Science of Cooking**: Cooking Method Grilling: French Bread Pizza • **Introduction to Culinary Skills:** Cutting techniques Reading and following a recipe • **Introduction to Food Science**: Enzymic Browning: Fruit Salad • Sensory Analysis comparison of products to be decided according to season. • **Introduction to Nutrition**: the Eatwell Guide	• **Science of Cooking**: Cooking Methods. Using the hob. Melting Method: Chewy Oat Cookies. Baking. • **Food Science:** Gelatinisation: Pasta Salad Caramelisation, Dextrinisation: Cheese Scones. • **Commodities:** Using seasonal/local Food. • Food Choices	oven, Baking: Raspberry Thumbprint Buns

Home-learning tasks: Given after every lesson • Retrieval Knowledge • Challenge to bring extra ingredients.	Home-learning tasks: Given after every lesson • Retrieval Knowledge • Challenge to bring extra ingredients. •	Home-learning tasks: Given after every lesson • Retrieval Knowledge • Challenge to bring extra ingredients. • Challenge to bring extra ingredients. •	Home-learning tasks: Given after every lesson • Retrieval Knowledge • Challenge to bring extra ingredients. •	Home-learning tasks: Given after every lesson • Retrieval Knowledge • Challenge to bring extra ingredients. •	Home-learning tasks: Given after every lesson • Retrieval Knowledge • Challenge to bring extra ingredients. •
End of rotation assessment (practical/theoretical) to cover: Use of equipment, working safely in the food room, carry out basic cooking techniques. Presentation techniques. Nutrition and the Eatwell Guide, Labelling		End of rotation assessment to cover (practical/theoretical) Use of equipment, working safely in the food room, carryout basic cooking techniques. Presentation techniques. Nutrition and the Eatwell Guide, labelling		End of year rotation assessment to cover (practical/theoretical). Use of equipment, working safely in the food room, carryout basic cooking techniques. Presentation techniques. Nutrition and the Eatwell Guide, labelling	
Key Learning Outcomes: • acquire and demonstrate the principles of food hygiene and safety; • Knife skills Bridge and Claw • Cultural food choices • Nutritional Value of a French Bread Pizza • *The Eatwell guide* and the 8 tips for healthy eating, to their own diet; • discuss energy and how needs	Key Learning Outcomes: • apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios; • track their progress using the trackers in their booklets. (cooking, nutrition, food provenance, ingredients and creativity). • • acquire and apply a knowledge and understanding of food science; • apply and consolidate their literacy and	Key Learning Outcomes: •	•		

change through life; • Nutritional Value of Fruit Salad and how it links to the Eat Well Guide • To understand Oxidise and enzyme browning • To understanding of sensory evaluation • five senses in taste testing • To gain an understanding of the nutritional values in food • To name and gain understanding of equipment used in the kitchen To gain an understanding of gelatinization	numeracy skills by using them purposefully in real-life scenarios;				

YR 7 PRACTICALS

- Fruit Salad
- French Bread Pizza
- Sensory Analysis/Tasting Session
- Deli Salad making (pasta, rice or cous cous base will be according to season) (Savoury)

- Chewy oat cookies – Assessment
- Cheese scones (Savoury)
- Raspberry Thumbprint Buns

Prior Learning:

Prior Learning and Links to Other Units

- This unit of work is designed to prepare pupils to work hygienically and safely in a kitchen environment- particular when handling and preparing higher risk foods. Links are made specifically with other areas of the curriculum, in particular scientific topics including bacterial growth and contamination. It aims to provide pupils with knowledge that will prepare them for further study of food, and also provide them with experience in practicing high levels of hygiene and safety which could support them with future employment.

- This is an essential unit of work to ensure the safety of pupils' in future practical lessons. Pupils need this information to be embedded in order to be able to independently and safely handle and prepare high risk foods throughout the rest KS3.

- The content within this unit of work links directly to the National curriculum framework for 'Cooking and Nutrition'.

use the basic principles of a healthy and varied diet to prepare dishes

♣ understand where food comes from

♣ understand and apply the principles of a healthy and varied diet

Understand how to use food labels to make informed food choices

♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Rationale for sequence:	**Rationale for sequence:**	**Rationale for sequence:**	**Rationale for sequence:**	**Rationale for sequence:**	**Rationale for sequence:**
As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: • understand and apply the principles of nutrition and health (Eatwell Guide) • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves	As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: • understand and apply the principles of nutrition and health (Eatwell Guide) • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves	As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: • understand and apply the principles of nutrition and health (Eatwell Guide) • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves	As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: • understand and apply the principles of nutrition and health (Eatwell Guide) • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves	As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: • understand and apply the principles of nutrition and health (Eatwell Guide). • cook a repertoire of predominantly savoury dishes so that they are able to feed themselves	As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to: • understand and apply the principles of nutrition and health (Eatwell Guide). • 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.	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.	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.	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.	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.	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.
Reading / literacy: **Reading** Pupils should be taught to understand increasingly challenging texts through: • learning new subject specific 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: • applying their growing knowledge of subject specific vocabulary **Grammar and vocabulary** Pupils should be taught to consolidate and build on	Reading / literacy: **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: • applying their growing knowledge of subject specific vocabulary **Grammar and vocabulary** Pupils should be taught to consolidate and build on	Reading / literacy: **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: • applying their growing knowledge of subject specific vocabulary **Grammar and vocabulary** Pupils should be taught to consolidate and build on	Reading / literacy: **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: • applying their growing knowledge of subject specific vocabulary **Grammar and vocabulary** Pupils should be taught to consolidate and build on	Reading / literacy: **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: • applying their growing knowledge of subject specific vocabulary **Grammar and vocabulary** Pupils should be taught to consolidate and build on	Reading / literacy: **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: • applying their growing knowledge of subject specific vocabulary **Grammar and vocabulary** Pupils should be taught to consolidate and build on

their knowledge of grammar and vocabulary. **Spoken English** Pupils should be taught to speak confidently and effectively, including through: • using Standard English confidently in a range of informal contexts, including classroom discussion;	their knowledge of grammar and vocabulary **Spoken English** Pupils should be taught to speak confidently and effectively, including through: • using Standard English confidently in a range of informal contexts, including classroom discussion;	their knowledge of grammar and vocabulary **Spoken English** Pupils should be taught to speak confidently and effectively, including through: • using Standard English confidently in a range of informal contexts, including classroom discussion;	their knowledge of grammar and vocabulary **Spoken English** Pupils should be taught to speak confidently and effectively, including through: • using Standard English confidently in a range of informal contexts, including classroom discussion;	their knowledge of grammar and vocabulary **Spoken English** Pupils should be taught to speak confidently and effectively, including through: • using Standard English confidently in a range of informal contexts, including classroom discussion;	their knowledge of grammar and vocabulary **Spoken English** Pupils should be taught to speak confidently and effectively, including through: • using Standard English confidently in a range of informal contexts, including classroom discussion;
Numeracy: **Number** Pupils will be taught to: • use standard units of mass, length, time, money and other measures, including with decimal quantities; **Ratio, proportion and rates of change** Pupils will be taught to: • change freely between related standard units [for example time, length, area, volume/capacity, mass]	Numeracy: **Number** Pupils will be taught to: • use standard units of mass, length, time, money and other measures, including with decimal quantities; **Ratio, proportion and rates of change** Pupils will be taught to: • change freely between related standard units [for example time, length, area, volume/capacity, mass]	Numeracy: **Number** Pupils will be taught to: • use standard units of mass, length, time, money and other measures, including with decimal quantities; **Ratio, proportion and rates of change** Pupils will be taught to: • change freely between related standard units [for example time, length, area, volume/capacity, mass]	Numeracy: **Number** Pupils will be taught to: • use standard units of mass, length, time, money and other measures, including with decimal quantities; **Ratio, proportion and rates of change** Pupils will be taught to: • change freely between related standard units [for example time, length, area, volume/capacity, mass]	Numeracy: **Number** Pupils will be taught to: • use standard units of mass, length, time, money and other measures, including with decimal quantities; **Ratio, proportion and rates of change** Pupils will be taught to: • change freely between related standard units [for example time, length, area, volume/capacity, mass]	Numeracy: **Number** Pupils will be taught to: • use standard units of mass, length, time, money and other measures, including with decimal quantities; **Ratio, proportion and rates of change** Pupils will be taught to: • change freely between related standard units [for example time, length, area, volume/capacity, mass]
Science: Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and	**Science:** Nutrition and digestion • content of a healthy human diet: carbohydrates, lipids (fats and	**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).	oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed; Energy • comparing energy values of different foods (from labels) (kJ).	oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed; Energy • comparing energy values of different foods (from labels) (kJ).	oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed; Energy • comparing energy values of different foods (from labels) (kJ).	oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed; Energy • comparing energy values of different foods (from labels) (kJ).	oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed; Energy • comparing energy values of different foods (from labels) (kJ).

Enrichment: cooking club, cooking competitions, healthy eating week and displays

Keywords:

Enzymic browning, Dextrinisation, gelatinisation, raising agents (chemical and mechanical), baking powder, bicarbonate of soda, self-raising flour, sieving, Folding, knives, bridge and claw hold. Caramelisation, The Four C's (Cooking, cleaning, chilling, cross-contamination), The Eatwell Guide: Carbohydrates, Proteins, Vitamins and Minerals, Fats and Sugars. Combining, weighing measuring, Correct names for equipment.

Health and Safety: The Four C's (Cooking, Chilling, Cleaning, Cross-contamination)
Food Science: Enzymic browning, dextrinization, Caramelisation, gelatinisation, raising agent (chemical and mechanical), baking powder, bicarbonate of soda, baking powder, self-raising flour, sieving.
Culinary Skills: folding, knives, bridge and claw hold, combining, weighing, measuring.
Method of Cooking: Melting method, grilling, baking, rubbing-in method, boiling,
Nutrition: The Eatwell Guide, Carbohydrates, proteins, vitamins and minerals, Fats and Sugar