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**Knowledge Rich Curriculum Plan**

Year 7 Food Technology



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will be able to:* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know…* | **Assessment** |
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| 1. Preparing for Practical Work | * Identify the hazards that can occur in a kitchen * Describe how to make a hazardous kitchen safer * Explain how to prepare for a practical lesson * List the correct order for washing up | Hazard- a danger that can cause harm to something or someone.  Mise en place- Preparation before starting to cook  HATTIE- An acronym used when preparing for practical work; Hair, Apron, Table, Tray, Ingredients,  Anti-bacterial spray compounds that interfere with the growth and reproduction of bacteria, and can be used to disinfect surfaces in the home. | * New topic and new subject so no prior knowledge, although some students may have cooked at home or in primary school. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson-   Hot Chocolate  **Skills Focus** | * Measure milk accurately * Demonstrate how to use the hob safely * Practise how to wash up in a safe and hygienic manner | Hob- the top part or surface of a cooker on which pans can be heated.  Measuring Jug- a container used for measuring liquids with lines printed on the side showing how much it contains.  Measuring Spoons- a spoon for measuring amounts, as in cooking, usually part of a set of spoons of different sizes. | * How to prepare for a practical lesson by using the acronym HATTIE. * How to describe the sensory characteristics of a variety of different foods using the correct sensory descriptors- learnt in KS2. * The names the majority of the fruits used in the Fruit Fusion and know how to prepare some of these. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Sensory Evaluation | * List the characteristics we judge food on when we eat * Describe the sensory characteristics of a variety of different foods using the correct sensory descriptors * Explain why sensory evaluation is carried out | Appearance- the way that the product looks.  Taste- One of the five senses that people have. When you have food or drink in your mouth, your sense of taste makes it possible for you to recognize what it is.  Texture- The texture of something is the way that it feels when you touch it, for example how smooth or rough it is.  Smell- The smell of something is a quality it has which you become aware of when you breathe in through your nose. | * The names and perceived tastes of some of the types of fruit used in the taste testing. * What a pizza is and what it tastes like- in order to complete the extension activity. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson- Pizza Toast   **Skills Focus** | * Use a range of basic equipment, * Handle and prepare a range of ingredients * Cut ingredients using the bridge hold and claw grip; * Use a grill safely; * Make a toasted bread dish, | Spread- If you spread something somewhere, you open it out or arrange it over a place or surface, so that all of it can be seen or used easily.  Grate- If you grate food such as cheese or carrots, you rub it over a metal tool called a grater so that the food is cut into very small pieces.  Grill- When you grill food, or when it grills, you cook it using very strong heat directly above or below it.  Cooker- A cooker is a large metal device for cooking food using gas or electricity. A cooker usually consists of a grill, an oven, and some gas or electric rings.  Preheat- If you preheat an oven, you switch it on and allow it to reach a certain temperature before you put food inside it. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * In school we use a white chopping board to prepare cooked products/bread. * How to use a knife safely and correctly. * How to use a knife using the bridge and claw hold. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Practical Lesson- Weighing and measuring (shortbread ingredients)   **Skills Focus** | * Use electric scales in Food Technology to weigh ingredients. * Understand we use grams to weigh ingredients. * Accurately weigh a range of products. | Scales- A kitchen device used to measure the weight of ingredients and other food.  Weigh- To find out how heavy (someone or something) is, typically using scales.  Grams- a metric unit of mass equal to one thousandth of a kilogram. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Seasonal Cookery- Halloween Shortbread   **Skills Focus** | * Turn the oven on to the correct temperature. * Rub the margarine into the flour and demonstrate the rubbing-in method successfully. * Add flavouring to the shortbread. * Shape the dough into a circle. * Measure the thickness of the dough. * Cut the dough into shapes using the biscuit cutters. * Place the shortbread on a tray lined with greaseproof paper. * Place the tray into the oven. * Set the oven timer. * Remove the biscuits from the oven successfully. * Finish the shortbread i.e. sprinkle with caster sugar * Successfully pack their product away. | Dough- Dough is a fairly firm mixture of flour, water, and sometimes also fat and sugar. It can be cooked to make bread, pastry, and biscuits.  Rubbing-in- A technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones.  Binding- Binding means adding a liquid, such as beaten egg or melted fat, to a dry mixture to hold it together.  Scoring- Scoring means to cut slits on the surface of a piece of food.  Equal Size- The same in size, number, standard, or value. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Food Commodities- Fruit | * Name some unusual fruits and describe how to prepare them. * Explain why fruit is an important part of our diet * Identify how fruit can be used in food preparation and cooking. | Jam- Jam is a thick sweet food that is made by cooking fruit with a large amount of sugar, and that is usually spread on bread.  Sharon fruit/ Persimmon Fruit- the sweet fruit of any of several tropical trees, which is edible when completely ripe  Dragon fruit- The edible red pulpy fruit of such cacti, which has a mild sweet flavour.  Lychee- A Chinese fruit which have white flesh and large stones inside and a pinkish-brown skin.  Five-a-day- The five portions of fruit and vegetables that people are recommended to eat every day as part of a healthy diet  Soft fruit- Soft fruits are small fruits with soft skins, such as strawberries and currants.  Citrus fruit- Any fruit belonging to the genus Citrus | * Some of the more common fruits available in the supermarket. * What the more common fruits look like. * Some dishes the common fruits can be used for. | Recall, revisit and activate opportunities within the lesson. |
| 1. Assessment Week | * Appropriately complete an exam front cover sheet. * Know how the Food Department assess their work. * Correctly answer the examination questions using key command words. | Fill-in- If you fill in a form or other document requesting information, you write information in the spaces on it.  Place- If you place written information somewhere, you write, type, or print it there.  Draw- When you draw, or when you draw something, you use a pencil or pen to produce a picture, pattern, or diagram. | * The correct stages of washing up. * The terms: appearance, texture and Taste/smell/flavour. * Some of the key pieces of equipment used in the food room. | Written assessment peer assessed with mark sheet.  Extended answer question marked in addition to SSS.  Whole class feedback. |
| 1. Assessment Marking and Gap analysis | * Identify areas of strength within the assessment. * Identify areas for development both personally and as a group. | Fill-in- If you fill in a form or other document requesting information, you write information in the spaces on it.  Place- If you place written information somewhere, you write, type, or print it there.  Draw- When you draw, or when you draw something, you use a pencil or pen to produce a picture, pattern, or diagram. | * The correct stages of washing up. * The terms: appearance, texture and Taste/smell/flavour. * Some of the key pieces of equipment used in the food room. | Written assessment peer assessed with mark sheet.  Extended answer question marked in addition to SSS.  Whole class feedback. |
| 1. Practical Lesson Apple Crumble   **Skills Focus** | * Prepare a crumble topping using the rubbing in-method of cake making. * Add additional ingredients to the crumble mix to change the aesthetics of the crumble topping. * Make a crumble dish. * Use the rubbing in technique to make a topping; | Rubbing-in- A technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones.  Bridge-Hold- A method of cutting food where you create a bridge over the food with your hand. "  Claw-Grip- A method of cutting food where you create a claw by partly curling your fingers together into a claw shape.  Enzymatic Browning- Enzymatic browning is an oxidation reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to measure flour. * How to measure sugar. * How to measure margarine. * How to rub the margarine into the flour and demonstrate the rubbing-in method successfully. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Knife Skills and Using Small Equipment **Practical Lesson- Vegetable Cuts**   **Skills Focus** | * Explain how to use a knife safely * Identify and explain the use of a range of equipment in the preparation and cooking of food * Practise some vegetable cuts demonstrating knife skills * Carry out a Julienne cut. * Carry out a Brunoise cut. * Carry out a Macedoine cut. * Carry out a Jardiniere cut. | Julienne- Cutting Vegetables into matchstick strips.  Brunoise- Cutting vegetables into tiny dice form julienne strips.  Macedoine- Cutting the vegetables into medium dice.  Jardiniere- Cutting the vegetables into batons. | * Some of the safety rules for handling knives in the food room. * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * In school we use a white chopping board to prepare our vegetables. (Brown in industry) * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to use a knife safely and correctly. * How to use a knife using the bridge and claw hold. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Introduction to Why We Need Food   Introduction to The Eatwell Guide | * Explain what the term diet means * Identify the three reasons why we need food i.e. growth and repair of cells, energy and warmth and protection from illnesses and to keep the body * Identify the names of the nutrients and the function  of each nutrient * Explore how the Eatwell Guide can help us analyse our daily diet | Protein- A substance found in food and drink such as meat, eggs, and milk. You need protein in order to grow and be healthy.  Fat- The extra flesh that animals and humans have under their skin, which is used to store energy and to help keep them warm.  Carbohydrate- Substances, found in certain kinds of food, that provide you with energy. Foods such as sugar and bread that contain these substances can also be referred to as carbohydrates.  Vitamins- Substances that you need in order to remain healthy, which are found in food or can be eaten in the form of pills.  Minerals- Found in small quantities in food and drink.  Function- If someone or something functions as a particular thing, they do the work or fulfil the purpose of that thing.  Maintenance- The preparation and maintaining of the body for performance at optimum level  Diet- The foods you choose to eat.  Balanced diet- A diet that contains all the nutrients in the correct amounts  Eatwell guide- A visual representation of how different foods and drinks can contribute towards a healthy balanced diet. The Eatwell Guide is based on the 5 food groups and shows how much of what you eat should come from each food group.  Healthy diet- A diet that is low in fat, salt and sugar and high in fibre | * Some reasons as to why we need to eat food. * What the word diet means. * What Twitter is, to enable them to complete the plenary task. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson- Scones   **Skills Focus** | * Produce a batch of cakes using the rubbing in method of cake making * Use the 5 ml measuring spoons. * Know why and how to sieve dry ingredients i.e. the flour. * Know how to add liquid to flour in a steady flow. * Line a baking tray. * Divide the mixture equally, using a scone cutter. | Mixture- A substance that consists of other substances which have been stirred or shaken together.  Melting- In the process of becoming liquid  Combining- The process or an act of combining two or more things.  Raising Agent- In baking, a substance added to dough to make it rise  Equal Size- The same in size, number, standard, or value. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to weigh the butter/margarine. * How to weigh the sugar. * How to weigh the flour. * How to use a scone cutter safely and correctly. * How to place their product in the oven. * How to safely remove their product from the oven. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary |
| 1. Practical Lesson- Seasonal Cookery- Buche De Noel   **Skills Focus** | * Understand the melting properties of chocolate. * Create a bain-marie and how to use it. * Complete the melting method of cake making * Weigh cornflakes. * Accurately portion the mixture (into 6) * How to decorate their nests appropriately. | Mixture- A substance that consists of other substances which have been stirred or shaken together.  Combining- The process or an act of combining two or more things.  Bain-Marie- A device or a process for cooking foods that involves putting the food in a container into a pan of hot water:  Simmering- Cooking just below boiling point.  Boil- To heat a container, especially one used for cooking, until the liquid in it starts to turn into a gas: | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to turn on the gas/electric hob. * How to turn the temperature up/down on the gas/electric hob. * The health and safety rules for using saucepans on the hobs- i.e. ensuring pan handles are kept to the left/right. * How to stir dry ingredients into wet ingredients. * How to place their product in the fridge. * Hoe safely remove their bowl from the saucepan. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Where Does Our Food Come from And How Is It Grown? | * Give a definition of food provenance * Identify foods that are grown in the UK * Explain what organic farming is * Investigate whether there is a difference between organic and non-organic food | Food Provenance: knowing where the food is grown, reared and caught and how it is produced and transported.  DEFRA: Department for Environment, Food and Rural Affairs  Organic Farming: is where farmers produce crops, fruit and vegetables following very strict guidelines  Intensive Farming: a method of farming aimed at increasing the amount of food produced.  Free Range farming: a method of farming where animals have access to outdoor spaces.  Sustainable: meets the needs of the present, without making it difficult for future generations to meet their own needs.  Sensory evaluation: judging food based on appearance, taste, aroma and texture.  Soil Association: Food that is organic  RSPCA assured: this confirms that the animal reared is covered by a range of welfare standards to ensure it has been very well looked after.  Assured Food Standards: is an organisation that promotes and regulates food quality in England, Northern Ireland and Wales.  Marine Stewardship Council: this is used for fish, and confirms that it is from a sustainable source and can be traced back to the fishery. | * Some of the logos used on food packaging and what they have in common. * How to complete and use sensory evaluation techniques. * How to scan information for answers. * How to write a newspaper article (Extension task) | Recall, revisit and activate opportunities within the lesson. |
| 1. Food Provenance- How Our Food Is Reared and Caught. | * Identify the animals reared and caught for food in the UK * Explain the different methods of production | Reared animals: These are animals e.g. cows, pigs and chickens which have been kept and looked after on farms  Caught animals: these are fish which are caught either by lines, nets or in pots  Free-range farming: is where animals have access to outdoor spaces. Chickens, hens for egg production, pigs, and grass-fed cows for beef are reared this way. The eggs and meat are more expensive to buy.  Organic farming: is where farmers produce food following very strict guidelines.  Intensive farming: is where animals are farmed in a restricted space and may not go outside. Often, more drugs are used to control disease. The eggs and meat are much cheaper to buy.  Red Tractor: this confirms that the food has been born, grown, prepared and packed in the UK. | * Some of the methods used to catch fish in the UK. * Some of the meat we eat in the UK. * How to rationalise the ideas of best value for money when purchasing products. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson   Scone Based Pizza.  **Skills Focus** | * Make a scone-based pizza using the rubbing in-method of cake making. * Prepare a range of ingredients e.g. Sifting flour, * Understand how and why we make a 'well' in the centre of our dry ingredients, prior to adding liquid. * Make a scone dough confidently. * Use presentation skills when placing the toppings on the pizza. * Students will know how to use the oven safely to make flour-based products. | Aeration- the introduction of air into a material.  Raising Agent- In baking, a substance added to dough to make it rise  Rubbing-in- A technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones.  Sifting- To put flour, sugar, etc. through a sieve (= wire net shaped like a bowl) to break up large pieces:  Combining- The process or an act of combining two or more things. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to turn on the oven. * How to weigh the flour. * how to weigh the butter/margarine. * How to sift the flour. * How to rub the fat into the flour. * How to crack the egg into a bowl. * How to use the 15 ml measuring spoons to measure milk. * How to stir wet ingredients into dry ingredients. * How to place their product in the oven. * How to safely remove their product from the oven. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary |
| 1. Food Provenance- Food Miles and Transportation. | * List reasons why buying local produce and reducing food miles are important. | Food Miles: Food miles are the distance the food travels from the producer to the consumer.  Primary food processing: preparing a raw food for sale or cooking e.g. milling wheat into flour  Secondary food processing: changing primary food products into other types of food products e.g. turning flour into bread  Global warning: the long term warming of the planet’s overall temperature. | * Students should already know what foods are locally grown in St. Helens * Students should already know about global warming. | Recall, revisit and activate opportunities within the lesson. |
| 1. Seasonal Cookery- Valentines   Shortbread  **Skills Focus**  Tracking 2 Preparation | * Turn the oven on to the correct temperature. * Rub the margarine into the flour and demonstrate the rubbing-in method successfully. * Add flavouring to the shortbread. * Shape the dough into a circle. * Measure the thickness of the dough. * Cut the dough into shapes using the biscuit cutters. * Place the shortbread on a tray lined with greaseproof paper. * Place the tray into the oven. * Set the oven timer. * Remove the biscuits from the oven successfully. * Finish the shortbread i.e. sprinkle with caster sugar * Successfully pack their product away. | Dough- Dough is a fairly firm mixture of flour, water, and sometimes also fat and sugar. It can be cooked to make bread, pastry, and biscuits.  Rubbing-in- A technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones.  Binding- Binding means adding a liquid, such as beaten egg or melted fat, to a dry mixture to hold it together.  Scoring- Scoring means to cut slits on the surface of a piece of food.  Equal Size- The same in size, number, standard, or value. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Assessment Week | * Appropriately complete an exam front cover sheet. * Know how the Food Department assess their work. * Correctly answer the examination questions using key command words. | Fill-in- If you fill in a form or other document requesting information, you write information in the spaces on it.  Answer- A reaction to a question, letter, phone call, etc. | * Some of the statistics about British farming. * How food is transported in the UK. | Written assessment peer assessed with mark sheet.  Extended answer question marked in addition to SSS.  Whole class teacher feedback. |
| 1. Assessment Marking and Gap analysis | * Identify areas of strength within the assessment. * Identify areas for development both personally and as a group. | Fill-in- If you fill in a form or other document requesting information, you write information in the spaces on it.  Place- If you place written information somewhere, you write, type, or print it there.  Draw- When you draw, or when you draw something, you use a pencil or pen to produce a picture, pattern, or diagram. | * The correct stages of washing up. * The terms: appearance, texture and Taste/smell/flavour. * Some of the key pieces of equipment used in the food room. | Written assessment peer assessed with mark sheet.  Extended answer question marked in addition to SSS.  Whole class feedback. |
| 1. Tropical Granola Bars.   **Skills Focus** | * Learn the melting method of cake making. * Melt butter, sugar and honey on a low heat. * Combine ingredients. * Line a cake tin * Set the oven timer * Bake the granola bars. | Mixture- A substance that consists of other substances which have been stirred or shaken together.  Melting- In the process of becoming liquid  Combining- The process or an act of combining two or more things.  Hob- A cooking appliance, or the flat top part of a cooker, with hotplates or burners.  Time- A point of time as measured in hours and minutes past midnight or noon. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary |
| 1. Taste Test - Alternative Proteins | * List the characteristics we judge food on when we eat * Describe the sensory characteristics of a variety of different foods using the correct sensory descriptors * Explain why sensory evaluation is carried out | Appearance- the way that the product looks.  Taste- One of the five senses that people have. When you have food or drink in your mouth, your sense of taste makes it possible for you to recognize what it is.  Texture- The texture of something is the way that it feels when you touch it, for example how smooth or rough it is.  Smell- The smell of something is a quality it has which you become aware of when you breathe in through your nose. | * What a sensory evaluation is. | Recall, revisit and activate opportunities within the lesson. |
| 1. Food Commodities - Soya, Tofu, Beans, Nuts & Seeds and Meat Alternatives | * Give a definition of the term protein alternative * List examples of soya, tofu, beans, pulses, nuts and seeds * List how they can be used in food preparation and cooking | Protein Alternatives: sources of protein other than meat that are suitable for vegetarians  Textured vegetable protein: mince and chunks developed from the soya bean.  Quorn: a type of protein rich food made from edible fungus and used as a meat substitute.  Tempeh: a high protein food made from partially cooked, fermented soya beans. Originally from Indonesia  Miso: a paste made form fermented soya beans and barley or rice malt, used in Japanese cooking  Tofu: bean curd made from soya milk  Seeds: the part of a seed plant which can grow into a new plant  Chia seeds: tiny black seeds from the plant Salvia hispanica which is related to mint, they are tasteless but high in protein and calcium  Pulses: dry edible seeds of plants in the legume family. They include chickpeas, lentils, dry peas and beans  Nuts: dry edible kernels within a shell  Kernel: another name for a seed | * Nuts are useful as a snack * Examples of nuts include almonds, peanuts, cashews, chestnuts, | Recall, revisit and activate opportunities within the lesson. |
| 1. Seasonal Cookery   Chocolate Nests  **Skills Focus** | * Understand the melting properties of chocolate. * Create a bain-marie and how to use it. * Complete the melting method of cake making * Weigh cornflakes. * Accurately portion the mixture (into 6) * How to decorate their nests appropriately. | Mixture- A substance that consists of other substances which have been stirred or shaken together.  Combining- The process or an act of combining two or more things.  Bain-Marie- A device or a process for cooking foods that involves putting the food in a container into a pan of hot water:  Simmering- Cooking just below boiling point.  Boil- To heat a container, especially one used for cooking, until the liquid in it starts to turn into a gas: | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to turn on the gas/electric hob. * How to turn the temperature up/down on the gas/electric hob. * The health and safety rules for using saucepans on the hobs- i.e. ensuring pan handles are kept to the left/right. * How to stir dry ingredients into wet ingredients. * How to place their product in the fridge. * Hoe safely remove their bowl from the saucepan. * How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Butter, Oil, Margarine – Shortening and Types of Fat. | * Students will know what effect different types of fat have on the quality of shortcrust pastry using sensory evaluation. * Students will know the terms: shortening, aeration and functional property by recalling them * Students will know the function of water when making pastry. * Students will know the importance of using the correct vocabulary to describe the characteristics of food. * Students will successfully complete a taste test on the four shortcrust pastry products. | Shortening-When fats give biscuits and pastry a crumbly texture  Aeration-When air is trapped into a mixture to make it lighter  Shortcrust Pastry-crumbly pastry made with flour, fat and water. Used for pies, flans and tarts  Trex-a white vegetable fat  Functional Property: The role of the ingredient in a mixture | * Students prior knowledge of routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Students will already know how to turn on the oven. * Students need to already know how to weigh the flour. * Students need to already know how to weigh the butter/margarine. * Students need to already know how to sift the flour. * Students will already know how to rub the fat into the flour. * Students need to already know to place their product in the oven. * Students need to already know to safely remove their product from the oven. * Students need to already know how to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Practical Lesson: Jam Tarts | * Students will know how to make a successful pate sucree. * Students will know how to rub the margarine into the flour and demonstrate the rubbing-in method successfully. * Students will know how to add water to the pate sucree. * Students will know to knead the dough. * Students will know to measure the thickness of the dough. * Students will know to cut into shapes using the scone cutters. * Students will know how to line the cake tray with the pastry. * Students will know how to set the oven timer. * Students will know how to remove the jam tarts from the oven and tray successfully. * Students will know how to successfully pack their product away. | Dough- Dough is a fairly firm mixture of flour, water, and sometimes also fat and sugar. It can be cooked to make bread, pastry, and biscuits.  Rubbing-in- A technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones.  Combining- The process or an act of combining two or more things.  Portioning- Size and or weight of a typical amount of food.  Equal Size- The same in size, number, standard, or value. | * Students prior knowledge of routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Students will already know how to turn on the oven. * Students need to already know how to weigh the flour. * Students need to already know how to weigh the sugar. * Students need to already know how to weigh the butter/margarine. * Students need to already know to place their product in the oven. * Students need to already know to safely remove their product from the oven. * Students need to already know how to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary |
| 1. Butter, Oil, Margarine - Shortening and types of Fat - Investigation | * Explain the terms shortening, aeration and functional property * Identify the functional properties of fat * Investigate the effect different types of fat have on the quality of shortcrust pastry | Shortening-When fats give biscuits and pastry a crumbly texture  Aeration- When air is trapped into a mixture to make it lighter  Shortcrust Pastry- crumbly pastry made with flour, fat and water. Used for pies, flans and tarts  Trex- A white vegetable fat  Functional Property: The role of the ingredient in a mixture | * Students will already know some of the different types of fat available. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Cheese and Onion Triangles   **Skills Focus**  Tracking 3 Preparation. | * Develop an understanding of the rules when making Short Crust pastry. * Measure ingredients; * Make shortcrust pastry, using the rubbing in technique; * kneading a dough; * Combine filling ingredients uniformly; * Roll out pastry, ready for use; * Make and seal pasties; | Short-Having a tendency to break or crumble; friable.  Breadcrumbs- A tiny piece of bread, either one that falls from bread as it is cut or eaten, or one made deliberately by crumbling bread.  Rub-In- To apply by rubbing.  Dough- Dough is a fairly firm mixture of flour, water, and sometimes also fat and sugar. It can be cooked to make bread, pastry, and biscuits.  Egg-Wash- A mixture of beaten eggs and milk or water brushed over pastry or dough before baking in order to give an attractive colour and shine to the surface. | * Students prior knowledge of routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Students will already know how to turn on the oven. * Students need to already know how to weigh the flour. * Students need to already know how to weigh the butter/margarine. * Students will already know how to perform the rubbing-in method. * Students will already know how yo use measuring spoons. * Students need to already know to place their product in the oven. * Students need to already know to safely remove their product from the oven. * Students need to already know how to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Written Assessment | * Students will know how to demonstrate their knowledge and understanding of the year 7 topics. * Students will know how to evaluate their performance clearly- either written or verbal. | Evaluation- To judge or calculate the quality, importance, amount, or value of something:  Written Assessment- A written test or piece of work is one which involves writing rather than doing something | * Students need to already know show they performed during last week’s practical assessment. * Students need to already know the topics covered in the scheme of work. | Written Assessment |
| 1. Assessment Marking and Gap analysis | * Identify areas of strength within the assessment. * Identify areas for development both personally and as a group. | Fill-in- If you fill in a form or other document requesting information, you write information in the spaces on it.  Place- If you place written information somewhere, you write, type, or print it there.  Draw- When you draw, or when you draw something, you use a pencil or pen to produce a picture, pattern, or diagram. | * The correct stages of washing up. * The terms: appearance, texture and Taste/smell/flavour. * Some of the key pieces of equipment used in the food room. | Written assessment peer assessed with mark sheet.  Extended answer question marked in addition to SSS.  Whole class feedback. |
| 1. Planning for Practical Exam | * Students will know how to list the skills they have used over the course. * Students will know how to plan a time plan for a basic recipe, showing good use of time and correct detail. * Students will plan for their practical assessment. | Mise-En-Place- Preparation before starting to cook  Sequencing- the right or the best order to carry out a series of steps to make a dish  Garnish-a decoration on savoury food e.g. a lemon wedge or a slice of tomato.  Decorate-: a decoration on sweet food e.g. piped cream or a dusting of icing sugar. | * Students need to already know some of the practical skills they have demonstrated during the course. | Written assessment peer assessed with mark sheet. |
| 1. Practical Assessment   **Skills Focus** | * Students will know how to successfully prepare a dish which demonstrates a range of practical skills * Students will know how to work safely and, for some students, independently | Appearance- The way that the product looks.  Texture- The texture of something is the way that it feels when you touch it, for example how smooth or rough it is.  WWW- What Went Well  EBI- Even Better If | * Students need to already know some of the practical skills they have demonstrated during the course. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Evaluation of Practical Assessment/ Feedback from Assessment | * Students will know how to improve their work. * Students will improve their work using teacher feedback * Students will know how to use teacher and peer feedback to improve their work. | Assessment- The action of assessing someone or something.  DIRT- Dedicated improvement and Reflection Time  Peer- A person of the same age, status, or ability as another specified person.  Feedback- Information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement. | * Students need to already know how they have been assessed (practical and written exam) | Evaluation of Practical Assessment/ Feedback from Assessment |
| 1. Bread Rolls   **Skills Focus** | * Students will know how to bake a variety of baked products. * Students will know how to rub the margarine into the flour and demonstrate the rubbing-in method successfully. * Students will know how to add yeast to the mixture. * Students will know the four conditions yeast need in order to grow- i.e. food, moisture, warmth and time. * Students will know how to successfully add water to a dough to prevent 'drowning' of the gluten. * Students will know to knead the dough. * Students will know to divide the dough equally. * Students will know how to pack the dough away for freezing. * Students will know how to evaluate their performance clearly- either written or verbal. | Dough- Dough is a fairly firm mixture of flour, water, and sometimes also fat and sugar. It can be cooked to make bread, pastry, and biscuits.  Rubbing-in- A technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones.  Combining- The process or an act of combining two or more things.  Portioning- Size and or weight of a typical amount of food.  Equal Size- The same in size, number, standard, or value.  Evaluation- To judge or calculate the quality, importance, amount, or value of something: | * Students prior knowledge of routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Students need to already know how to weigh the flour. * Students need to already know how to weigh the butter/margarine. * Students need to already know how to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Practical Lesson: Chicken Goujons   **Skills Focus.** | * Students will know how to handle raw meat safely. * Students will know how to use the food processor to whizz the breadcrumbs. * Students will know how to season the breadcrumbs to enhance the flavour. * Students will know how to chop the chicken using a knife/scissors. * Students will know how to pane the chicken. | Raw Meat- The flesh of an animal when it is used for food:  Cross Contamination- The transfer of bacteria from one food to another, from humans, animals, other food or equipment.  Coating- A layer of a particular substance that covers a surface  Egg Wash- A mixture of beaten eggs and milk or water brushed over pastry or dough before baking in order to give an attractive colour and shine to the surface. | * Students prior knowledge of routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Students will already know how to turn on the oven. * Students will already know how to crack and beat an egg. * Students need to already know to place their product in the oven. * Students need to already know to safely remove their product from the oven. * Students need to already know how to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Cupcakes   **Skills Focus** | * Students will know how to use the creaming method of cake making. * Students will know how to cream the fat and sugar together. * Students will know how to add eggs to the cupcakes. * Students will know to flavour the cupcake batter. * Students will know to fold the flour into the cupcake batter, * Students will know to divide the batter equally between 6 paper cases. * Students will know how to set the oven timer. * Students will know how to remove the cupcakes from the oven and tray successfully. | Mixture- A substance that consists of other substances which have been stirred or shaken together.  Creaming- The process of beating fat and sugar together, which traps tiny air bubbles into the mixture.  Combining- The process or an act of combining two or more things.  Raising Agent- In baking, a substance added to dough to make it rise  Portioning- Size and or weight of a typical amount of food. | * Students prior knowledge of routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * Students need to already know how to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Students will already know how to turn on the oven. * Students need to already know how to weigh the flour. * Students need to already know how to weigh the sugar. * Students need to already know how to weigh the butter/margarine. * Students will already know how to crack and beat an egg. * Students need to already know to place their product in the oven. * Students need to already know to safely remove their product from the oven. * Students need to already know how to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary |
| 1. To compare the diets of two individuals. | * Explain what the term diet means * Identify the three reasons why we need food i.e. growth and repair of cells, energy and warmth and protection from illnesses and to keep the body * Identify the names of the nutrients and the function  of each nutrient * Explore how the Eatwell Guide can help us analyse our daily diet | Protein- A substance found in food and drink such as meat, eggs, and milk. You need protein in order to grow and be healthy.  Fat- The extra flesh that animals and humans have under their skin, which is used to store energy and to help keep them warm.  Carbohydrate- Substances, found in certain kinds of food, that provide you with energy. Foods such as sugar and bread that contain these substances can also be referred to as carbohydrates.  Vitamins- Substances that you need in order to remain healthy, which are found in food or can be eaten in the form of pills.  Minerals- Found in small quantities in food and drink.  Function- If someone or something functions as a particular thing, they do the work or fulfil the purpose of that thing.  Maintenance- The preparation and maintaining of the body for performance at optimum level  Diet- The foods you choose to eat.  Balanced diet- A diet that contains all the nutrients in the correct amounts  Eatwell guide- A visual representation of how different foods and drinks can contribute towards a healthy balanced diet. The Eatwell Guide is based on the 5 food groups and shows how much of what you eat should come from each food group.  Healthy diet- A diet that is low in fat, salt and sugar and high in fibre | * Some reasons as to why we need to eat food. * What the word diet means. * What Twitter is, to enable them to complete the plenary task. | Recall, revisit and activate opportunities within the lesson. |