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**Knowledge Rich Curriculum Plan**

**Year 8 Food Technology**



| **Lesson/learning sequence** | **Intended knowledge:**  *Students will know that…* | Tiered vocabulary | **Prior knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| 1. Macronutrients – Sources and Functions Only | * Name the three macronutrients i.e. Fat, protein and carbohydrates. * The sources of protein include beans and pulses, fish, eggs, chicken and meat. * The main functions of protein include growth and repair of cells and energy. * The sources of fat include oils, butter, lard, margarine and fat spreads. * The main functions of fat is to keep the body warm, provide energy and protection of organs. * The sources of carbohydrate in the diet include potatoes, rice, pasta, sugars, wholegrain cereals and fruit and vegetables. * How to create a concept map about proteins, fats and carbohydrates. | Macronutrients- nutrients needed by the body in large amounts – protein, fat and carbohydrate.  Carbohydrate- one of the five nutrients. A macronutrient  Obesity- being very overweight, carrying more body fat than is healthy. | * Students have studied "why do we eat food" and the Eatwell guide in year 7. They should understand the 5 sections of the Eatwell guide and be able to discuss the sections. * Students need to already know that we need a combination of carbohydrates, proteins and fats in our diet. * Students need to already know how to set up for a practical lesson using the acronym HATTIE (hair, apron, table, tray, ingredients, equipment) in preparation for next week's lesson. (set as home learning) | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson – Pasta Salad   **Skills Focus** | * They will know how to use the hob safely. They will know how to successfully use knife skills in the preparation of vegetables- i.e. cut vegetables evenly. * Making a pasta pot from scratch is cheaper and can be healthier than purchasing one from the supermarket. * How to create a colourful salad pot using a range of proteins and vegetables. * How to light a gas hob or turn on an electric/induction hob. * How to check if pasta is cooked. * How to safely drain boiling water from a pan. * How to refresh pasta. * How to prepare a range of vegetables using the bridge and claw hold. | Penne- pasta in the form of short wide tubes.  Chop- cut (something) into pieces with repeated sharp blows of a knife.  Al-dente- cooked so as to be still firm when bitten.  Fusilli- pasta pieces in the form of short spirals.  Colander- a perforated bowl used to strain off liquid from food after washing or cooking. | * 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. This is ingrained from lesson 1 in year 7. * Students need to already know how to prepare themselves for a practical lesson, using the acronym 'HATTIE' * Students need to already know how to fill a pan with water and place on the hob. * Students need to already know how to safely place a pan on the hob. * Students need to already know how to use the 'bridge' and claw hold when preparing vegetables such as peppers. * Students need to already know how to wash up- using the departmental washing up procedures. * Students need to already know where to store their pasta pot to prevent food poisoning i.e. The fridge | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Food Commodities – Potatoes and Vegetables | * Students should be able to name at least two unusual vegetables and how to prepare them. They should be able to explain- giving at least three reasons, why vegetables are an important part of the diet. They should be able to identify how vegetables can be used in food preparation and cooking by finding at least two recipes. * Students will know that green vegetables also provide iron and calcium. * Students will know that vegetables contain micronutrients including b group vitamins, vitamin c and fibre. * Students will know how to use a range of vegetables in food preparation and cooking. | 5-a-day - a government campaign to encourage us to eat five servings of vegetables/fruit per day.  Tuber - part of the plant attached to the roots below the ground  Floury potato - when cooked, the cells in the potato separate, causing it to fall apart  Waxy potato - a potato that is dense, firm and holds it shape when cooked. | * Students need to already know that vegetables are used as side dishes with a main meal – e.g. Pan-fried salmon with new potatoes and green beans. They are made into dishes such as stir-fries, soups, roasted vegetables. * They are added to dishes such as Bolognese sauce and risotto. * Students need to already know that fruit and vegetables are part of a balanced diet (links to the Eatwell guide) * Students need to already know how to prepare some basic vegetables e.g. Carrot | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson- Spaghetti Bolognese   **Skills Focus** | * Students will know how to handle raw meat safely. * Students will know how to prepare a range of vegetables using the bridge and claw hold. * Students will know how to make a meat or alternative base * Students will know how to use the hob and oven safely * Students will know how to prepare main meals hygienically and within a good time range. | Raw meat- the flesh of an animal when it is used for food:  Combining- the process or an act of combining two or more things.  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.  Simmering- cooking just below boiling point. | * 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. * Prepare themselves and the environment for a practical lesson using the acronym HATTIE. * To turn on the gas/electric hob. * Students will know how to turn the temperature up/down on the gas/electric hob. * Students will know the health and safety rules for using saucepans on the hobs- i.e. Turning pan handles to the left/right. * Students already know how to use the 15 ml measuring spoons. * Students will already know how to stir ingredients on a hob. * Students need to already know to safely remove their product from the hob. * Students already know how to prepare products for freezing as they will be freezing half of the mixture for next week's lesson) * 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- Loaded Potato Skins   **Skills Focus** | * Prepare a range of vegetables using the bridge and claw hold. * Use the hob and oven safely * Prepare main meals hygienically and within a good time range. * Prepare main meals hygienically and within a good time range. * Cut the jacket potato in half lengthways. * Scoop the flesh into a pudding bowl, leaving the skin intact. * Mash the potato, flavour with butter and how to season the mixture. * Put the jackets on a baking tray and why we sprinkle them with cheese. | Combining- the process or an act of combining two or more things.  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.  Simmering- cooking just below boiling point. | * 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. * Appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Turn on the oven * Use the 5 ml measuring spoons. * Stir ingredients on a hob. * Safely remove their product from the oven. * Wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Seasonal Cookery-   **Skills Focus**  Tracking 1 Preparation | * Turn the oven on to the correct temperature. * Measure margarine, flour and sugar. * 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 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. * Appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Use a knife safely and correctly. * Use a knife using the bridge and claw hold. * Wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Lesson 7: 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. | * Name the three macronutrients i.e. Fat, protein and carbohydrates. * The sources of protein include beans and pulses, fish, eggs, chicken and meat. * The main functions of protein include growth and repair of cells and energy. * The sources of fat include oils, butter, lard, margarine and fat spreads. * The main functions of fat are to keep the body warm, provide energy and protection of organs. * The sources of carbohydrate in the diet include potatoes, rice, pasta, sugars, wholegrain cereals and fruit and vegetables. * Students know that green vegetables also provide iron and calcium. * Students know that vegetables contain micronutrients including b group vitamins, vitamin c and fibre. * Students know how to use a range of vegetables in food preparation and cooking. | 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. | * Name the three macronutrients i.e. Fat, protein and carbohydrates. * The sources of protein include beans and pulses, fish, eggs, chicken and meat. * The main functions of protein include growth and repair of cells and energy. * The sources of fat include oils, butter, lard, margarine and fat spreads. * The main functions of fat are to keep the body warm, provide energy and protection of organs. * The sources of carbohydrate in the diet include potatoes, rice, pasta, sugars, wholegrain cereals and fruit and vegetables. * How to create a concept map about proteins, fats and carbohydrates. | Written assessment peer assessed with mark sheet.  Extended answer question marked in addition to SSS.  Whole class feedback. |
| 1. Fish Denaturation and Coagulation of Protein | * Fish is very healthy as it is high in protein * Oily fish also contains vitamins a and d. * Fish can be divided into three groups: white fish, oily fish and shellfish. * White fish are named because the fish in this group have white flesh. * Examples of shellfish are: prawns – used to garnish fish dishes, for prawn cocktails and salads. Crabs – used for crab cocktails, salads and eaten on its own as dressed crab. Scallops – usually pan-fried and eaten on their own." * Fish available processed, for example coated fish products, such as fish fingers or fish cakes, where blocks of fish have been cut into shapes and covered with batter or breadcrumbs. * Denaturation means changing shape and structure. * Protein is denatured by heat, acid and mechanical action. * Fish can be used in a wide range of dishes. | White fish: fish that have white flesh.  Oily fish: fish that have oil dispersed throughout the flesh  Shellfish: fish protected from a hard shell.  Denaturation: protein changing its shape and structure. Protein is denatured by heat, acid and mechanical action.  Coagulation: when protein sets. | * Name some types of fish (assessed through the a-z of fish starter activity) * Fish is a good source of protein. * How to spell some of the types of fish. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson- Fish Fingers   **Skills Focus** | * Demonstrate skills in preparing, cutting and coating a piece of fish. * To produce fish fingers, which are neatly cut and the same size. * Coating: the egg is used to coat the fish for the breadcrumbs to stay in place until the egg is coagulated by heat. * Make fish fingers from scratch. * The food processor safely to make bread crumbs. * Add additional flavour using chilli powder/ five spice paprika. * Beat an egg using a fork. * Use a red chopping board to cut the fish lengthways in half using the bridge hold. * Claw grip to cut the fish into equal sized goujon pieces * Fish is coated in the flour to add flavour and retain moisture * Fish is coated in the egg for the egg to coagulate hold the breadcrumbs in place. * The correct storage of the cooked fish goujons to prevent poisoning i.e. the fridge | Raw fish- 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. | * 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. * Appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Use a knife safely and correctly. * To use a knife using the bridge and claw hold. * To set the timer on the oven. * Wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Food Waste and Food Labelling | * Food most wasted in the class and the UK. * Compare data with the foods most wasted in the UK. * How to avoid food waste either verbally or in writing. * A range of dishes which could be made with leftover food either verbally in writing. * The information required on a food label and describe why it is there. | Food waste: food that is inedible or not eaten and is no longer fit for human consumption.  Left overs: the portion of food that remains after a meal has been served.  Food labelling: tells consumers about the ingredients, and nutritional composition of packaged food for sale.  Use-by date: a date on perishable foods (they can go off quickly) telling you which date the food should be used by.  Best before date: a date on foods that keep for a longer time, such as biscuits or canned foods. | * A range of food which are regularly wasted either at home or in school. * Key pieces of information found on a food label. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson- Samosa   **Skills Focus** | * To make samosas using filo pastry * To handle filo pastry. * The cream cheese binds the ingredients together. * The curry paste is to add flavour. * To fold the filo to encase the filling and to form layers. * To achieve a consistent size and shaped samosa by accurately folding the pastry. * Why butter is used as a glaze on the samosa | Samosa- a triangular savoury pastry fried in ghee or oil, containing spiced vegetables or meat.  Filo pastry- a kind of dough that can be stretched into very thin sheets, used in layers to make both sweet and savoury pastries, especially in eastern Mediterranean cooking.  Parchment paper- paper that is impermeable to oil or grease, used in cooking or to wrap food.  Crisp- (of a substance) firm, dry, and brittle. | * 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. * Appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Turn on the oven. * To line a baking tray. * The difference between a teaspoon and tablespoon * To use the oven safely. * To set the timer on the oven. * Wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.  Teacher/ LSA support where necessary. |
| 1. Practical Lesson- Sausage Rolls   **Skills Focus** | * Why the lamination process is important in pastry making. * Why the work surface and rolling pin are lightly floured. * Roll out the pastry into a rectangle. * Students will know not to over handle pastry to avoid it becoming 'tough' and unworkable. * Add flavour to the sausage meat * Form the sausage meat * Seal the pastry using the egg wash. * Evenly cut the sausage roll to ensure consistent sizing. * Add colour to the pastry using an egg-wash glaze. | Lamination- lamination is term for the process of alternating layers of dough and butter when making pastry.  Kneading- work (moistened flour) into dough with the hands.  Combining- the process or an act of combining two or more things.  Measuring- take an exact quantity of something  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. | * 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. * Appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * Turn on the oven. * Line a baking tray. * The difference between a teaspoon and tablespoon * Use the oven safely. * Set the timer on the oven. * 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- Bûche De Noël   **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. * 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. Traffic Light Labelling and Allergens | * Students will know how to examine a traffic light label and analyse how the information helps the consumer make an informed choice * Students will know how to list potential allergens in food * Students will know how to examine a food label to identify the potential allergens | Reference intake: a guide to the maximum amount of fat, saturates, sugar and salt an adult is recommended to eat each day.  Allergen: a substance or food that may cause an allergic reaction  Allergic reaction: where the body reacts suddenly and often seriously to certain foods.  Food intolerance: a reaction to food  Lactose intolerance: when someone cannot digest lactose (milk sugar)  Coeliac disease: an intolerance to gluten. | * Students will already know what traffic light labels are and what 'healthy products' are? * Students will already know what twitter is, to enable them to complete the plenary. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson- Cheesecake   **Skills Focus** | * Students will know how to use cold cookery techniques in food preparation and cooking. * Students will know how to combine ingredients. * Students will know how to use ratio in food preparation and cooking * Students will know how to make a dairy based dish. * Students will know how to analyse the traffic light label for a cheesecake and explain how to make a healthier version. | Crush- compress or squeeze forcefully so as to break, damage, or distort in shape.  Combine- join or merge to form a single unit or substance.  Fold- mix an ingredient gently with (another ingredient), especially by lifting a mixture with a spoon so as to enclose it without stirring or beating.  Beat/whisk- beat or stir (a substance, especially cream or eggs) with a light, rapid movement.  Presentation- the manner or style in which something is given, offered, or displayed. | * 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 butter/margarine. * Students will already know how to turn on the gas/electric hob. * Students will know how to turn the temperature up/down on the gas/electric hob. * Students will know the health and safety rules for using saucepans on the hobs- i.e. Ensuring pan handles are kept to the left/right. * Students need to already know how to use the electric whisks. * Students will already know how to stir dry ingredients into wet ingredients. * 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. Chemical Raising Agents | * Students will know how bicarbonate of soda and baking powder work by investigating the outcomes. * Students will know how to draw an accurate conclusion as to how chemical raising agents work. | Chemical raising agent: raising agents that produce carbon dioxide when they are heated with a liquid  Carbon dioxide: a chemical compound composed of one carbon and two oxygen atoms  Baking powder: a chemical raising agent used when making cakes.  Bicarbonate of soda: a chemical raising agent used in strong - flavoured cakes  Self-raising flour: a type of flour that has baking powder added to it during production. | * Students will already know how do you make a fizzy drink? * Students will already know what ingredients they think you need to make a fizzy lemon drink. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson- Ginger Biscuits   **Skills Focus**  Tracking 2 Preparation | * Students will know and understand the melting method of cake making * Students will know what granulated sugar is and how to use it. * Students will know how to use the 15 ml measuring spoons to measure the golden syrup * Students will know and understand the uses of golden syrup in food production. * Students will know why we leave the mixture to cool before rolling into balls. * Students will know how to roll a cookie mixture into balls. * Students will know how to accurately portion the mixture (into 16) | 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.  Binding- binding means adding a liquid, such as beaten egg or melted fat, to a dry mixture to hold it together. | * 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 butter/margarine. * Students need to already know how to weigh the sugar. * Students will already know how to turn on the gas/electric hob. * Students will know how to turn the temperature up/down on the gas/electric hob. * Students will know the health and safety rules for using saucepans on the hobs- i.e ensuring pan handles are kept to the left/right. * Students need to already know how to weigh the flour. * Students already know how to use the 5 ml measuring spoons. * Students will already know how to stir dry ingredients into wet ingredients. * 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. Tracking 2 Assessment Week | * Students will know how the food department assess their work. * Students will know how to correctly answer the examination questions using key command words. | Circle- draw a line around.  Draw- when you draw, or when you draw something, you use a pencil or pen to produce a picture, pattern, or diagram.  Arrows- a mark or sign resembling an arrow, used to show direction or position. | * Students will already know how to examine a traffic light label and analyse how the information helps the consumer make an informed choice * Students will already know how to list potential allergens in food * Students will already know how to examine a food label to identify the potential allergens * Students will already know how bicarbonate of soda and baking powder work by investigating the outcomes. * Students will already know how chemical raising agents work. | Recall, revisit and activate opportunities within the lesson. |
| 1. Tracking 2 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. | * Students will already know how to examine a traffic light label and analyse how the information helps the consumer make an informed choice * Students will already know how to list potential allergens in food * Students will already know how to examine a food label to identify the potential allergens * Students will already know how bicarbonate of soda and baking powder work by investigating the outcomes. * Students will already know how chemical raising agents work. | Recall, revisit and activate opportunities within the lesson. |
| 1. Methods of Heat Transfer and Sauce Making | * Students will know the reasons why food is cooked * Students will know three different ways in which heat is transferred. * Students will know what the term gelatinisation means * Students will know what happens when making a starch-based sauce. | Conduction: is when heat travels through solid materials such as metals and food.  Convection: is when heat travels through air or water. The movement of heat in water or in the air is called the convection current  Convection currents: the movement of heat in air or water as heat rises to the surface and cooler air / water falls to the bottom.  Radiation: is when heat rays directly warm and cook food. Heat travels from one place to another  Microwave oven: a type of cooking using electromagnetic waves which cause water molecules in foods to vibrate and heat up.  Gelatinisation: the name of the process for when starch granules are mixed with a liquid and heated; they swell and break open, causing the liquid to thicken.  Starch-based sauce: when liquids and starch are mixed together and heated, the mixture will thicken. This is called gelatinisation.  Reduction sauce: are made when liquid is simmered over heat so that the water content evaporates, e.g. Bolognese sauce  Emulsion sauce: mayonnaise is an emulsion sauce. An emulsion is formed when two liquids that would not normally mix are mixed together. | * Students will already know what foods need to be cooked. * Students will already know the ways in which heat can be transferred from their science lessons | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson – Pasta Bake   **Skills Focus** | * Students will know how to demonstrate their understanding of gelatinisation by making a smooth cheese sauce. * Students will know how to make a cheese sauce by the all-in-one or roux method – the sauce will be the correct pouring consistency and smooth throughout. * Students will know how to safely drain the pasta in an empty sink using a colander. * Students will know how to boil the pasta until it is al dente. | Roux method- a mixture of melted fat and flour, which is used as the base of a sauce.  All-in-one method- combining three sauce ingredients in a single unit.  Pouring sauce- cause (a liquid) to flow from a container in a steady stream.  Al-dente- (of food, typically pasta) cooked so as to be still firm when bitten.  Colander- a perforated bowl used to strain off liquid from food after washing or cooking. | * 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 grill. * Students need to already know how to weigh the butter/margarine. * Students need to already know how to measure the milk. * Students need to already know how to weigh the flour. * Students need to already know how to weigh the pasta/ cheese. * Students will know how to turn the temperature up/down on the gas/electric hob. * Students will know the health and safety rules for using saucepans on the hobs- i.e. ensuring pan handles are kept to the left/right. * Students will already know how to stir dry ingredients into wet ingredients. * Students need to already know to place their product in the grill. * Students need to already know to safely remove their product from the grill. * 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 – Savoury Rice   **Skills Focus** | * Students will know how to demonstrate competence in cooking a rice-based dish, using minimal pieces of equipment. * Students will know how to prepare an onion; * Students will know how to prepare a range of vegetables, e.g. Peeling, slicing, dicing; * Students will know how to use the hob safely; * Students will know how to make a rice-based dish, e.g. Savoury rice. | Peel- remove the outer covering or skin from (a fruit or vegetable).  Chop- cut (something) into pieces with repeated sharp blows of  Al-dente- (of food, typically pasta) cooked so as to be still firm when bitten.  Stock- liquid made by cooking bones, meat, fish, or vegetables slowly in water, used as a basis for the preparation of soup, gravy, or sauces.  Basmati- a kind of long-grain Indian rice with a delicate fragrance. | * 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 prepare the vegetables * Students need to already know how to weigh the rice. * Students will know how to turn the temperature up/down on the gas/electric hob. * Students will know the health and safety rules for using saucepans on the hobs- i.e. ensuring pan handles are kept to the left/right. * Students will already know how to stir dry ingredients into wet ingredients. * Students need to already know to make up stock. * Students need to already know to safely remove the hob. * 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. Food Commodities – Cereals: Oats and Rice | * Students will know how to give a verbal or written definition of the term cereals. * Students will know how to identify how at least two different types of rice and oats can be used in food preparation and cooking. * Students will know how to explain clearly how oats and rice are grown and milled. * Students will know how to describe the flavour, appearance and texture of a product made with rice – using subject specific terminology from the word bank. | Cereals: cultivated grasses with grains which are used as a food source.  Rice: the starchy seeds or grain of an annual marsh grass.  Long grain rice: a type of rice that has long grains rather than rounded grains.  Short grain rice: rounded grains which tend to stick together.  Oats are a cereal crop or its grains, used for making biscuits or porridge or for feeding animals.  Oatmeal: oats are ground into either course, medium or fine grades of oatmeal.  Wheat: the grain of any cereal grass  Barley: a cereal with course bristles extending from the ears, cultivated for use in brewing and stock feed  Rye: a hardy cereal grass widely grown for its grain and straw. Used for livestock feed, making rye bread and producing whiskey.  Maize a tall-growing plant which produces yellow kernels on long ears (sweetcorn)  Milled: the process of grinding down the wheat grain.  Cholesterol: a fatty substance which is needed for the normal functioning of the body | * Students will already know some cereals, state what they all have in common and be able to give a definition of cereals. * Students will already know how to complete a sensory analysis and use this knowledge to complete a sensory analysis of the rice salad. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson- Seasonal Cookery- Easter Nests   **Skills Focus** | * Students will know the melting properties of chocolate. * Students will know how to create a bain-marie and how to use it. * Students will know and understand the melting method of cake making * Students will know to weigh cornflakes. * Students will know how to accurately portion the mixture (into 6) * Students will know 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: | * 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 gas/electric hob. * Students will know how to turn the temperature up/down on the gas/electric hob. * Students will know the health and safety rules for using saucepans on the hobs- i.e. ensuring pan handles are kept to the left/right. * Students will already know how to stir dry ingredients into wet ingredients. * Students need to already know to safely remove their bowl from the saucepan. * 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. Food Commodities – Cereals: Oats and Rice/   Green Pen | * Students will know how to give a verbal or written definition of the term cereals. * Students will know how to identify how at least two different types of rice and oats can be used in food preparation and cooking. * Students will know how to explain clearly how oats and rice are grown and milled. * Students will know how to describe the flavour, appearance and texture of a product made with rice – using subject specific terminology from the word bank. | Cereals: cultivated grasses with grains which are used as a food source.  Rice: the starchy seeds or grain of an annual marsh grass.  Long grain rice: a type of rice that has long grains rather than rounded grains.  Short grain rice: rounded grains which tend to stick together.  Oats are a cereal crop or its grains, used for making biscuits or porridge or for feeding animals.  Oatmeal: oats are ground into either course, medium or fine grades of oatmeal.  Wheat: the grain of any cereal grass  Barley: a cereal with course bristles extending from the ears, cultivated for use in brewing and stock feed  Rye: a hardy cereal grass widely grown for its grain and straw. Used for livestock feed, making rye bread and producing whiskey.  Maize a tall-growing plant which produces yellow kernels on long ears (sweetcorn)  Milled: the process of grinding down the wheat grain.  Cholesterol: a fatty substance which is needed for the normal functioning of the body | * Students will already know some cereals, state what they all have in common and be able to give a definition of cereals. * Students will already know how to complete a sensory analysis and use this knowledge to complete a sensory analysis of the rice salad. | Recall, revisit and activate opportunities within the lesson. |
| 1. Practical Lesson   Pizza Dough   1. Finish and Bake Pizza   **Skills Focus** | * Students will know how to consolidate their knowledge and understanding of yeast as a baking product. * Students will know the four conditions yeast need in order to grow- i.e. Food, moisture, warmth and time. * 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 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 shape their dough appropriately. * Students will know how to finish and bake their pizza. | Yeast- a microscopic fungus consisting of single oval cells that reproduce by budding, and capable of converting sugar into alcohol and carbon dioxide.  Proving- become aerated by the action of yeast; rise.  Conditions- a situation that must exist before something else is possible or permitted.  Ph- a figure expressing the acidity or alkalinity of a solution on a logarithmic scale on which 7 is neutral, lower values are more acid and higher values more alkaline.  Equal size- the same in size, number, standard, or value.  Kneading- work (moistened flour) into dough with the hands. | * 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 measure the yeast. * 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. Practical Lesson   Burgers  **Skills Focus** | * Students will know how to weigh and measure, * Students will know how to prepare a range of ingredients for fillings, e.g. Peeling; * Students will know how to handle ingredients safely, e.g. Meat preparation; * Students will know how to combine ingredients uniformly to the correct consistency; * Students will know how to use a food processor to prepare ingredients; * Students will know how to shape and form ingredients; * Students will know how to use the oven safely; | Raw meat- the flesh of an animal when it is used for food:  Combining- the process or an act of combining two or more things.  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.  Simmering- cooking just below boiling point. | * 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. * Prepare themselves and the environment for a practical lesson using the acronym HATTIE. * To turn on the gas/electric hob. * Students will know how to turn the temperature up/down on the gas/electric hob. * Students will know the health and safety rules for using saucepans on the hobs- i.e. Turning pan handles to the left/right. * Students already know how to use the 15 ml measuring spoons. * Students will already know how to stir ingredients on a hob. * Students need to already know to safely remove their product from the hob. * Students already know how to prepare products for freezing as they will be freezing half of the mixture for next week's lesson) * 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. Tracking 3 Assessment Week- Written Assessment. | * 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. | * Name the three macronutrients i.e. Fat, protein and carbohydrates. * The sources of protein include beans and pulses, fish, eggs, chicken and meat. * The main functions of protein include growth and repair of cells and energy. * The sources of fat include oils, butter, lard, margarine and fat spreads. * The main functions of fat are to keep the body warm, provide energy and protection of organs. * The sources of carbohydrate in the diet include potatoes, rice, pasta, sugars, wholegrain cereals and fruit and vegetables. * Students will already know how to examine a traffic light label and analyse how the information helps the consumer make an informed choice * Students will already know how to list potential allergens in food * Students will already know how to examine a food label to identify the potential allergens * Students will already know how bicarbonate of soda and baking powder work by investigating the outcomes. * Students will already know how chemical raising agents work. | Written Assessment |
| 1. Tracking 3 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. | * Name the three macronutrients i.e. Fat, protein and carbohydrates. * The sources of protein include beans and pulses, fish, eggs, chicken and meat. * The main functions of protein include growth and repair of cells and energy. * The sources of fat include oils, butter, lard, margarine and fat spreads. * The main functions of fat are to keep the body warm, provide energy and protection of organs. * The sources of carbohydrate in the diet include potatoes, rice, pasta, sugars, wholegrain cereals and fruit and vegetables. * Students will already know how to examine a traffic light label and analyse how the information helps the consumer make an informed choice * Students will already know how to list potential allergens in food * Students will already know how to examine a food label to identify the potential allergens * Students will already know how bicarbonate of soda and baking powder work by investigating the outcomes. * Students will already know how chemical raising agents work. * Students know that green vegetables also provide iron and calcium. * Students know that vegetables contain micronutrients including b group vitamins, vitamin c and fibre. * Students know how to use a range of vegetables in food preparation and cooking. | Written assessment peer assessed with mark sheet.  Extended answer question marked in addition to SSS.  Whole class feedback. |
| 1. Planning for Practical Assessment | * 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. | Dovetailing: when you do the preparation for one dish and then part of another dish before the first dish is finished  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  Shopping list: a list of items needed to be purchased by a shopper  Equipment list: a list of equipment which are to be used for a particular purpose when making a food product.  Menu: a list of dishes that may be ordered or served in a restaurant or cafe. | * Students need to already know some of the practical skills they have demonstrated during the course. | Students need to already know some of the practical skills they have demonstrated during the course. |
| 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. Dutch Apple Cake   **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 prepare the apples: i.e. Core and dice. * Students will know to line a cake tin. * Students will know how to set the oven timer. * Students will know how to remove the cake from the oven and cake tin 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  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 how to crack eggs. * Students will already know how to use a knife safely. * 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. Marble Pear Tray Bake   **Skills Focus** | * Students will know how to use the all-in-one method of cake making. * Students will know how to mix all the ingredients together. * Students will know how to prepare pears: i.e. Peel, slice and dice. * Students will know to line a cake tin. * Students will know to flavour the batter. * Students will know to divide the batter equally. * Students will know how to swirl the cake batter. * Students will know how to set the oven timer. * Students will know how to remove the cake from the oven and cake tin 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  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 how to crack eggs. * 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- Chocolate Crunch Bars   **Skills Focus** | * Students will know the melting properties of chocolate. * Students will know how to create a bain-marie and how to use it. * Students will know and understand the melting method of cake making | 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: | * 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 gas/electric hob. * Students will know how to turn the temperature up/down on the gas/electric hob. * Students will know the health and safety rules for using saucepans on the hobs- i.e. ensuring pan handles are kept to the left/right. * Students will already know how to stir dry ingredients into wet ingredients. * Students need to already know to safely remove their bowl from the saucepan. * 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. The Role of The Environmental Health Officer | * In the UK, Environmental Health Officers (EHO’s are employed by local authorities) * EHOs carry out inspections in businesses where food is sold to the public. * EHOs investigate complaints from members of the public and employees about non-food problems in hospitality and catering businesses. * The Food Standards Agency sets out what EHO’s have to do during inspections to make sure that food businesses follow food safety laws. | EHO- Environmental Health Officer.  Food Business- A food business is any business, enterprise or activity that involves the handling of food.  Complaint- a statement that something is unsatisfactory or unacceptable.  Food Standards Agency- The Food Standards Agency (FSA) is responsible for food safety and food hygiene in England, Wales and Northern Ireland. | * Identify the hazards that can occur in a kitchen * Describe how to make a hazardous kitchen safer | Recall, revisit and activate opportunities within the lesson. |
| 1. The Role of The Environmental Health Officer | * In the UK, Environmental Health Officers (EHO’s are employed by local authorities) * EHOs carry out inspections in businesses where food is sold to the public. * EHOs investigate complaints from members of the public and employees about non-food problems in hospitality and catering businesses. * The Food Standards Agency sets out what EHO’s have to do during inspections to make sure that food businesses follow food safety laws. | EHO- Environmental Health Officer.  Food Business- A food business is any business, enterprise or activity that involves the handling of food.  Complaint- a statement that something is unsatisfactory or unacceptable.  Food Standards Agency- The Food Standards Agency (FSA) is responsible for food safety and food hygiene in England, Wales and Northern Ireland. | * Identify the hazards that can occur in a kitchen * Describe how to make a hazardous kitchen safer | Recall, revisit and activate opportunities within the lesson. |