



The Sutton Academy

# Knowledge Rich Curriculum Plan

Year 7 Food Technology

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
<b>Lesson 0 – Introduction to the Food Rooms</b>	Understand the rules, expectations, and routines in the food room. Learn about the Food Department staff and courses. Know how to behave safely in practical and theory lessons. Understand the importance of allergies and dietary requirements.	<b>Rules</b> : Guidelines that must be followed. <b>Expectations</b> : What is required or anticipated of students. <b>Sanctions</b> : Penalties for breaking rules. <b>Contract</b> : An agreement to follow rules. <b>Allergies</b> : An immune reaction to certain foods. <b>Dietary Requirements</b> : Special needs or restrictions in a person's diet.	New to Year 7 Food – no prior knowledge assumed. Students may know basic school rules, but not specific food room rules.	Teacher checks student contract signed. Class discussion about rules. Students submit allergies/dietary needs form.	"Welcome to Food! Today we're going to talk about the rules and expectations in the food room. We have special safety rules because we use sharp knives, hot ovens, and other equipment. We'll go over HATTIE – Hair tied, Apron on, Table clear, Tray ready, Ingredients checked. We'll also talk about allergies and why it's important to tell us about them."
<b>Lesson 1 – Preparing for Practical Work</b>	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 (Mise en place). List the correct order for washing up.	<b>Hazard</b> : A danger that can cause harm to something or someone. <b>Mise en place</b> : Preparation before starting to cook. <b>HATTIE</b> : Hair, Apron, Table, Tray, Ingredients. <b>Anti-bacterial spray</b> : Compounds that interfere with the growth and reproduction of bacteria and can be used to disinfect surfaces in the home.	New topic and subject, so no prior knowledge required, though some may have cooked at home or in primary school.	Recall, revisit and activate opportunities within the lesson.	"Before we start cooking, we need to learn how to prepare safely. What hazards might we find in a kitchen? Sharp knives, hot surfaces, bacteria. We'll talk about how to make our workspace safe and ready. Mise en place means 'everything in its place' – preparing and organising before cooking. We'll also practise the correct order for washing up."
<b>Lesson 2 – Practical – Hot Chocolate</b>	Measure milk accurately. Demonstrate how to use the hob safely. Practise washing up in a safe and hygienic manner.	<b>Hob</b> : The top part of a cooker on which pans can be heated. <b>Measuring Jug</b> : A container used for measuring liquids. <b>Measuring Spoons</b> : A spoon for measuring amounts.	How to prepare for a practical lesson using HATTIE. How to describe sensory characteristics of foods (learnt in KS2).	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 3 – Practical – Pizza Toast</b>	Use a range of basic equipment. Handle and prepare ingredients. Cut ingredients using the bridge hold and claw grip. Use a grill safely. Make a toasted bread dish.	<b>Spread</b> : To open out or arrange over a surface. <b>Grate</b> : To cut food into small pieces using a grater. <b>Grill</b> : Cooking using strong heat directly above/below. <b>Cooker</b> : A device for cooking food. <b>Preheat</b> : Heating the oven before use.	Routines and expectations (HATTIE). How to prepare the environment for practical work. How to use a knife safely.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 4 – Practical – Weighing &amp; Measuring – Shortbread</b>	Use electric scales to weigh ingredients. Understand we use grams to weigh ingredients. Accurately weigh products.	<b>Scales</b> : Device to measure weight. <b>Weigh</b> : To find out how heavy something is. <b>Grams</b> : Metric unit of mass.	Routines and expectations (HATTIE). How to wash up using departmental procedures.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 5 – Practical – Seasonal Shortbread</b>	Turn the oven to the correct temperature. Use the rubbing-in method. Add flavouring to the dough. Shape and cut dough. Bake and finish shortbread.	<b>Dough</b> : A mixture of flour, water, fat, and sugar. <b>Rubbing-in</b> : Technique where flour is rubbed into fat. <b>Binding</b> : Adding liquid to hold mixture. <b>Scoring</b> : Cutting slits on the surface. <b>Equal Size</b> : The same in size or value.	Routines and expectations (HATTIE). How to wash up using departmental procedures.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 6 – Food Commodities – Fruit</b>	Name unusual fruits and describe preparation. Explain why fruit is important in our diet. Identify	<b>Micronutrients</b> : Vitamins and minerals needed by the body in small amounts. <b>Five-a-day</b> : Five portions of fruit	Knowledge of common fruits. Common uses of fruit in recipes.	Recall, revisit and activate opportunities. Written	"Today we're learning about fruit as a food commodity."

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
	how fruit can be used in food preparation and cooking.	and veg daily. <b>Jam</b> : A thick sweet food from fruit. <b>Soft Fruit</b> : Small fruits with soft skins. <b>Citrus Fruit</b> : Fruit from the Citrus genus.		questions and class discussion.	Fruit is important because it gives us micronutrients – vitamins and minerals our body needs in small amounts. We'll look at unusual fruits and talk about how to prepare them. We'll also discuss Five-a-day – why we should eat five portions of fruit and veg every day."
<b>Lesson 7 – Assessment</b>	Appropriately complete an exam front cover sheet. Know how the Food Department assesses their work. Correctly answer multiple choice, short, and long-answer exam questions using key command words.	<b>Fill-in</b> : To write information in spaces on a form. <b>Answer</b> : A reaction to a question. <b>Explain</b> : To make clear by describing. <b>Discuss</b> : To talk about in detail.	All prior lessons 1–6 content: Food safety rules, mise en place (HATTIE), practical methods (rubbing-in), weighing/measuring, fruit.	Written exam paper with multiple choice, short-answer and long-answer sections. Peer/teacher marking.	
<b>Lesson 8 – Whole Class Feedback &amp; Gap Analysis</b>	Identify areas of strength in the assessment. Identify areas for development both personally and as a group. Set personal targets for improvement.	<b>Feedback</b> : Information about reactions to work, used for improvement. <b>Assessment</b> : Judging someone's work. <b>Target</b> : An objective or goal to aim for. <b>Gap Analysis</b> : Identifying what is missing or needs development.	Results of assessment in Lesson 7. Awareness of their own answers and gaps in understanding.	Whole class feedback. Individual target setting. Teacher and peer discussion.	
<b>Lesson 9 – Practical – Apple &amp; Sultana Crumble</b>	Prepare a crumble topping using the rubbing-in method. Measure flour, sugar, and margarine accurately. Use correct baking techniques.	<b>Rubbing-in</b> : Technique of rubbing fat into flour. <b>Dough</b> : Firm mixture of flour and water. <b>Equal Size</b> : The same in size or value.	HATTIE routines. Washing up procedures. Bridge and claw holds for cutting fruit.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 10 – Knife Skills &amp; Using Small Equipment</b>	Explain and demonstrate knife safety rules. Practise vegetable cuts: Julienne, Brunoise, Macedoine, Jardinière.	<b>Julienne</b> : Thin matchstick strips. <b>Brunoise</b> : Tiny dice. <b>Macedoine</b> : Medium dice. <b>Jardinière</b> : Batons.	Safety rules for handling knives. Bridge and claw technique.	Teacher observation of practical cutting skills.	
<b>Lesson 11 – Why do we eat food and The Eatwell Guide</b>	Identify nutrients and their functions. Understand the Eatwell Guide. Explore balanced diet principles.	<b>Diet</b> : Foods you choose to eat. <b>Eatwell Guide</b> : Visual food model. <b>Nutrient</b> : Materials found in food.	Food safety routines. Basic knowledge of food groups.	Labelling Eatwell Guide. Class discussion.	"Why do we eat food? For energy, growth, health. We're going to look at the Eatwell Guide – the UK model for a balanced diet. It shows us how much of different food groups we should eat. We'll talk about nutrients and why balance is important, so our bodies get what they need without too much fat or sugar."
<b>Lesson 12 – Practical – Rocking Rock Cakes</b>	Use rubbing-in method for cake making. Weigh and measure ingredients accurately. Shape and portion evenly.	<b>Rubbing-in</b> : Technique where fat is rubbed into flour. <b>Mixture</b> : Combination of ingredients. <b>Portioning</b> : Dividing equally.	HATTIE routines. Weighing and measuring. Oven safety.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 13 – Practical – Cheesy Stars</b>	Use rubbing-in method. Combine filling ingredients. Shape and cut dough. Use oven safely.	<b>Rubbing-in</b> : Technique where flour is rubbed into fat. <b>Dough</b> : Firm mixture for baking. <b>Equal Size</b> : Same in size/value.	HATTIE routines. Bridge and claw technique.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
<b>Lesson 14 – Food Provenance – Where Does Our Food Come From?</b>	Define food provenance. Explain organic farming. Understand farming cycles in the UK.	<b>Food Provenance</b> : Knowing where food is grown/reared/caught. <b>Organic Farming</b> : Strict farming guidelines.	Knowledge of local UK foods. Knife skills and diet principles.	Structured talk/discussion. Class tasks and written answers.	“Food provenance means knowing where our food comes from. We’ll learn about farming cycles and organic farming. We’ll ask: How is food grown, reared or caught? Understanding this helps us make informed choices about what we eat and how it affects the environment.”
<b>Lesson 15 – Food Provenance – How Our Food Is Reared and Caught</b>	Identify animals reared/caught for food in the UK. Understand different farming methods.	<b>Reared animals</b> : Animals kept on farms. <b>Caught animals</b> : Fish and seafood. <b>Free-range</b> : Access to outdoor spaces.	Food provenance definition. Organic vs intensive farming.	Class discussion. Written responses.	“Today we’ll look at animals we eat in the UK and how they’re reared or caught. We’ll compare free-range, organic and intensive farming. We’ll also talk about fish and seafood. Knowing how food is produced helps us think about animal welfare, sustainability, and what choices we want to make.”
<b>Lesson 16 – Practical – Scone Based Pizza</b>	Use rubbing-in method for dough. Prepare ingredients confidently. Use presentation skills with toppings.	<b>Rubbing-in</b> : Technique of rubbing fat into flour. <b>Sifting</b> : Passing dry ingredients through a sieve. <b>Combining</b> : Mixing together.	HATTIE routines. Weighing, measuring, oven safety.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 17 – Food Provenance – Food Miles</b>	Define food miles. Discuss advantages/disadvantages of importing food. List ways to reduce food miles.	<b>Food Miles</b> : Distance food travels. <b>Global Warming</b> : Long-term warming of the planet.	Knowledge of local vs imported foods. Previous provenance lessons.	Written answers. Class discussion. Application tasks.	“Food miles are the distance food travels from where it’s grown to our plate. More food miles mean more fuel used and higher CO <sub>2</sub> emissions. We’ll think about the pros and cons of importing food. We’ll also discuss how we can reduce food miles by buying local, seasonal food.”
<b>Lesson 18 – Practical – Seasonal Valentines Biscuits</b>	Use rubbing-in method for biscuit making. Shape and cut dough accurately. Use oven safely.	<b>Rubbing-in</b> : Technique for combining fat and flour. <b>Dough</b> : Firm mixture. <b>Equal Size</b> : Even portions.	HATTIE routines. Weighing, measuring, oven safety.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 19 – Assessment</b>	Complete exam paper accurately. Demonstrate knowledge of practical methods, food provenance, food miles, nutrition. Use command words to structure answers.	<b>Fill-in</b> : To write information in spaces. <b>Answer</b> : A response to a question. <b>Explain</b> : Make clear by describing. <b>Discuss</b> : Talk about in detail.	All previous content: Food safety, knife skills, rubbing-in, Eatwell Guide, provenance, food miles.	Written exam with multiple choice, short-answer and extended answer questions. Peer/teacher marking.	

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
<b>Lesson 20 – Whole Class Feedback &amp; Gap Analysis</b>	Identify strengths and areas for development from assessment. Set personal improvement targets. Correct misunderstandings or misconceptions.	<b>Feedback</b> : Information about work used for improvement. <b>Assessment</b> : Judging work. <b>Target</b> : An objective or goal. <b>Gap Analysis</b> : Identifying areas for improvement.	Results of Assessment in Lesson 19. Awareness of own answers and gaps in understanding.	Whole class feedback. Individual target setting. Teacher/peer discussion.	
<b>Lesson 21 – Practical – Spinach, Potato and Chickpea Curry</b>	Prepare ingredients safely. Cook vegetables on the hob. Understand basic curry flavourings and spices.	<b>Preparation</b> : Getting ingredients ready. <b>Simmer</b> : Cooking just below boiling. <b>Ingredients</b> : Items used in recipes.	HATTIE routines. Knife skills. Bridge/claw technique.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 22 – Practical – Granola Bars</b>	Weigh and measure accurately. Combine ingredients to make granola bars. Press into tin evenly.	<b>Combine</b> : Mixing ingredients. <b>Mixture</b> : Combined ingredients. <b>Portion</b> : Dividing equally.	HATTIE routines. Bridge and claw technique.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 23 – Food Commodities – Soya, Tofu, Beans, Nuts and Seeds</b>	Learn about protein alternatives. Discuss reasons for vegetarianism and veganism.	<b>Protein Alternatives</b> : Non-meat protein sources. <b>Pulses</b> : Dry edible seeds. <b>Seeds</b> : Plant parts that grow new plants.	Knife skills. Cooking methods.	Written tasks and class discussion.	“Today we’re learning about protein alternatives. These are foods people eat instead of meat – like soya, tofu, beans, nuts and seeds. They give us protein, which is needed for growth and repair. We’ll talk about why some people choose them – for health, cost, or because they’re vegetarian or vegan. Let’s look at examples and discuss how we can cook with them.”
<b>Lesson 24 – Shortening &amp; Fats</b>	Identify functional properties of fats. Understand role of fats in diet.	<b>Fat</b> : Nutrient providing energy. <b>Shortening</b> : Fat used in baking. <b>Unsaturated</b> : Healthy fats. <b>Saturated</b> : Less healthy fats.	Knowledge of food groups. Rubbing-in method.	Written tasks, Q&A, true/false and multiple choice.	“This lesson is about fats in food. We’ll talk about why our bodies need fat – for energy and vitamins – but also why too much can be unhealthy. Shortening is when fat is used in baking to make pastry crumbly. We’ll learn the difference between saturated fats (less healthy) and unsaturated fats (healthier). We’ll look at food labels to spot different types of fats.”
<b>Lesson 25 – Practical – Chocolate Nests</b>	Melt chocolate safely. Combine with dry ingredients. Portion evenly into cases.	<b>Melt</b> : Change from solid to liquid. <b>Combine</b> : Mix ingredients. <b>Mixture</b> : Combined ingredients.	HATTIE routines. Weighing and measuring.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 26 – Practical – Flapjacks</b>	Weigh and measure accurately. Use rubbing-in method. Shape and seal pastry.	<b>Rubbing-in</b> : Mixing fat into flour. <b>Press</b> : Push into shape. <b>Bake</b> : Cooking in the oven.	HATTIE routines. Weighing and measuring.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
<b>Lesson 27 – Practical – Cheese &amp; Onion Triangles</b>	Create time plan for practical. Prepare ingredients list and equipment list. Sequence steps logically.	<b>Rubbing-in</b> : Combining fat into flour. <b>Seal</b> : Closing pastry edges. <b>Pastry</b> : Dough for baking.	HATTIE routines. Bridge and claw technique.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 28 – Practical – General Practical Skills / Planning for Practical</b>	Weigh and measure ingredients accurately. Prepare ingredients and equipment before cooking ( <b>mise en place</b> ). Plan cooking times appropriately. Test for flavour and adjust seasoning. Present and style food attractively.	<b>Mise en place</b> : Preparation before starting to cook. <b>Al dente</b> : Firm to the bite, describes correctly cooked pasta. <b>Seasoning</b> : Salt, pepper, herbs or spices added to make food taste better. <b>Garnish</b> : Decoration on savoury food (e.g. lemon wedge). <b>Decoration</b> : Decoration on sweet food (e.g. piped cream, icing sugar).	Previous measuring and weighing skills. Knife skills. Practical cooking routines from Year 8 and earlier Year 9 lessons.	Teacher visual assessment of practical preparation. Observation of planning notes and food styling.	
<b>Lesson 29 – Planning for Practical</b>	Prepare, cook, and serve dish demonstrating range of practical skills independently and safely.	<b>Time Plan</b> : Step-by-step work order. <b>Mise-en-place</b> : Preparation before cooking. <b>Sequencing</b> : Best order of steps.	Knowledge of chosen recipe. Cooking methods used.	Written time plan and equipment list.	
<b>Lesson 30 – Practical Assessment</b>	Evaluate practical performance. Identify strengths and weaknesses. Suggest improvements.	<b>Assessment</b> : Judging work quality. <b>Presentation</b> : Appearance of dish.	All previous practical skills and methods.	Teacher visual assessment. Photograph of final dish.	
<b>Lesson 31 – Practical Assessment Evaluation</b>	Weigh and measure ingredients. Use rubbing-in or creaming method. Portion and bake evenly.	<b>Evaluation</b> : Judging success. <b>Strengths</b> : Positives. <b>Weaknesses</b> : Areas to improve.	Completed practical assessment. Awareness of own process.	Written self-assessment. Teacher/peer discussion.	
<b>Lesson 32 – Practical – Cupcakes</b>	Prepare chicken safely. Use coating techniques. Cook using oven or hob safely.	<b>Rubbing-in</b> : Combining fat into flour. <b>Creaming</b> : Mixing butter and sugar. <b>Portion</b> : Dividing equally.	HATTIE routines. Previous baking methods.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 33</b>	Tracking 3 Assessment Week – Written Assessment: Demonstrate knowledge and understanding of Year 7 topics.	<b>Assessment</b> : The action of evaluating someone or something. <b>Written Assessment</b> A test or work involving writing rather than practical activities.	Students need to know the topics covered throughout the scheme of work and practical skills developed.	In-class exam with multiple-choice, short and long-answer questions covering food safety, commodities, practical skills, and nutrition.	
<b>Lesson 34</b>	Tracking 3 Assessment Marking and Gap Analysis: Identify strengths and areas for development.	<b>Gap Analysis</b> Process of comparing actual performance with potential or desired performance. <b>Feedback</b> Information given to improve performance. <b>Strengths</b> Aspects that are good or successful. <b>EBI</b> Even Better If – what to improve.	Students need to know their own assessment responses and how they performed.	Teacher and peer feedback; reviewing marked assessments; identifying misconceptions and planning improvements.	
<b>Lesson 35 – Practical – Chicken Goujons</b>	Weigh and measure ingredients. Use kneading technique. Shape evenly. Bake correctly.	<b>Coating</b> : Covering food. <b>Breading</b> : Adding breadcrumb layer. <b>Bake</b> : Cooking in the oven.	HATTIE routines. Knife skills. Bridge and claw technique.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 36 – Practical – Bread Rolls</b>	Understand importance of food hygiene and safety. Identify risks and safe practices in food preparation and storage.	<b>Kneading</b> : Working dough to develop gluten. <b>Prove</b> : Letting dough rise. <b>Shape</b> : Forming evenly.	HATTIE routines. Weighing and measuring. Oven safety.	Teacher visual assessment of practical skills. Teacher/LSA support as needed.	
<b>Lesson 38 – Temperature Control</b>	Understand why temperature control is important in food preparation and storage. Explain how incorrect temperatures can lead to food spoilage and food poisoning. Identify safe temperature ranges and tools for checking food temperature.	<b>Food spoilage</b> : When food deteriorates so its quality is reduced, or it can't be eaten. <b>Food poisoning</b> : Illness caused by eating contaminated food. <b>High-risk foods</b> : Ready-to-eat moist foods, usually high in protein. <b>Bacteria</b> : Microscopic single-celled organisms found everywhere.	Basic food safety rules from earlier Year 7 lessons. Knowledge of bacteria and hygiene..	Written tasks: comprehension questions, temperature labelling exercises. Class discussion about food safety risks.	"Today we're learning why temperature control is so important in keeping food safe. When food isn't kept at the right temperature, bacteria can grow quickly. The temperature danger zone is 5 °C to 63 °C –

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
		<p><b>Reproduce:</b> When living things make more of their kind.</p> <p><b>Binary fission:</b> How bacteria reproduce by splitting in two.</p> <p>Temperature danger zone (purple): Temperatures between 5 °C and 63 °C where most bacteria can multiply.</p> <p><b>Dormant:</b> When bacteria are inactive and cannot grow.</p> <p><b>Temperature probe:</b> A device with a metal spike to measure food temperature.</p>			<p>bacteria multiply fastest here.</p> <p>We'll also learn about tools like a temperature probe to check food is cooked properly.</p> <p>Good temperature control helps prevent food poisoning."</p>
<b>Lesson 39 – Where Do Bacteria Come From?</b>	<p>Understand sources of bacteria in food preparation.</p> <p>Identify contamination risks from raw foods, work surfaces, equipment, food handlers, pests, waste food and rubbish.</p> <p>Recognise symptoms of food poisoning.</p>	<p><b>Pests:</b> Insects or animals which may contaminate food.</p> <p><b>Cutlery:</b> Knives, forks and spoons.</p> <p><b>Nausea:</b> Feeling sick.</p> <p><b>Vomiting:</b> Being sick.</p> <p><b>Diarrhoea:</b> Passing looser or more frequent stools than normal.</p>	<p>Basic food safety and hygiene rules from earlier lessons.</p> <p>Knowledge of bacteria and cross-contamination.</p>	<p>Written tasks: matching activities and short answers.</p> <p>Class discussion about contamination risks.</p>	<p>"This lesson is about where bacteria come from in the kitchen.</p> <p>Bacteria can spread from raw foods, work surfaces, equipment, food handlers, pests, and waste or rubbish.</p> <p>We'll talk about how to stop them spreading.</p> <p>We'll also learn the symptoms of food poisoning like nausea, vomiting, and diarrhoea, so we understand why cleanliness is so important."</p>