



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
Lesson 1 – Food Practical Lesson Procedures: Rules and Expectations	Understand the rules, expectations and routines used in the food room. Know the correct procedures before, during and after practical work, including equipment care and finished-product storage. Understand the importance of declaring allergies and dietary requirements.	Rules: guidelines that must be followed. Expectations: what students are required to do. Sanctions: consequences for not following rules. Contract: an agreement to follow the food-room procedures. Allergies: immune reactions to particular foods. Dietary requirements: food needs or restrictions linked to health, belief or choice.	New to Year 7 Food; no subject-specific prior knowledge is assumed. Students may know general school rules or have cooked at home.	Teacher questioning and discussion. Student contract completed and signed. Allergy and dietary information checked.	“Food lessons involve sharp, hot and electrical equipment, so routines must be followed every time. At the start: remove your blazer, put on an apron, tie hair back, wash hands and prepare the sink. At the end: wash, dry and return equipment, clean the whole work area and leave the room ready for the next class. Tell us about allergies or dietary needs before any food is handled.”
Lesson 2 – Getting Ready to Cook: Weighing, Measuring and Mise en Place	Explain why accuracy matters when following a recipe. Use scales, measuring jugs and measuring spoons correctly. Describe mise en place and how it improves safety, efficiency and consistency.	Mise en place: preparation before starting to cook. Accurate: correct or exact. Weighing scales: equipment used to measure mass, usually in grams. Measuring jug: equipment used to measure liquids in millilitres or litres. Measuring spoons: standard spoons used for small quantities. Tare / zero: resetting scales after the bowl has been placed on them.	Lesson 1 food-room rules, start routine, hygiene and equipment expectations.	Recall questions on lesson procedures. Written explanations of accuracy and mise en place. Equipment-identification and measuring questions.	“Small measuring errors can change flavour, texture, rise and consistency. Put the bowl on the scales first, then press zero. Mise en place means getting ingredients and equipment ready before cooking. It prevents forgotten ingredients, reduces rushing and helps everyone work safely.”
Lesson 3 – Preparing for Practical Work / Washing-Up	Sequence the correct preparation routine for practical work. Identify common food-room hazards and explain how to control them. Follow the full washing-up and final-clean routine safely and hygienically.	Routine: a set of steps followed in the same order. Bacteria: tiny living organisms; some can make food unsafe. Hazard: something that could cause harm. Washing-up: cleaning, rinsing, drying and returning equipment. Antibacterial spray: a product used to reduce	Food-room expectations, mise en place and correct use of measuring equipment.	Ordering the preparation steps. Hazard-spotting and “make it safe” scenarios. Washing-up sequence and final-clean questions.	“Preparation is part of practical safety: clothing, hair, hands, sink and workspace must all be ready before cooking. Scrape and sort first; never hide sharp items under water. Wash the cleanest items before dirtier equipment, then rinse, drain, dry and return everything. Dirty water and dirty surfaces can spread bacteria.”

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		bacteria on work surfaces. Rinse: remove soap and remaining food with clean water.			
Lesson 4 – Practical – Weighing and Measuring: Bread Rolls / Shortbread	Apply mise en place to a practical task. Weigh flour, fat and sugar accurately and measure small quantities of salt and yeast. Label ingredients, organise equipment and complete the washing-up routine.	Weigh: measure the mass of an ingredient. Measure: find an exact quantity. Grams: metric units of mass. Teaspoon: a standard small measuring spoon. Ingredient: a food item used in a recipe. Consistency: how similar and reliable repeated results are.	Lessons 1–3: routines, accuracy, measuring equipment, mise en place and washing-up.	Teacher observation of zeroing scales, accurate weighing and measuring, organisation, labelling, hygiene and clean-down. Question on how accuracy creates consistent baking results.	
Lesson 5 – Practical – Bread Rolls	Prepare a yeast dough by adding water gradually. Knead, prove, divide and shape dough into even rolls. Glaze and bake the rolls safely, producing an even colour and texture.	Dough: a firm mixture made mainly from flour and liquid. Yeast: a microorganism used to make dough rise. Kneading: working dough to develop its structure. Proving: leaving yeast dough to rise. Shaping: forming dough into the required size and shape. Glaze: a coating added before baking for colour or shine.	Accurate weighing and measuring, mise en place, equipment use and food-room routines.	Teacher observation of dough consistency, gradual liquid addition, kneading, proving, equal shaping, oven safety and finished quality.	
Lesson 6 – Equipment and Uses / Revision Launch	Identify common kitchen equipment and explain its function. Choose the correct equipment for specific preparation and cooking tasks. Explain how correct choices improve safety, accuracy and efficiency, and begin Assessment 1 revision.	Equipment: tools or items used to prepare, cook or serve food. Utensil: a small tool used during food preparation or cooking. Chopping board: a stable surface used when cutting food. Sieve: equipment used to remove lumps or add air. Saucepan: a pan used for boiling or simmering. Rolling pin: equipment used to flatten dough or pastry.	Practical routines, hazards, measuring equipment, bread-roll preparation and washing-up.	Equipment challenge and word-bank tasks. Applied fruit-kebab equipment choices. Knowledge-organiser retrieval and revision questions.	“The correct tool makes a task safer and more successful. A chopping board stabilises food, a measuring jug improves accuracy and a saucepan is designed for heating liquids. Using the wrong equipment can damage food, waste time or create a hazard. Revision should be little and often: cover the organiser, recall from memory, then check.”

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Lesson 7 – Practical – Seasonal Shortbread	Use the rubbing-in method to make a shortbread dough. Add flavouring, shape and cut seasonal pieces evenly. Bake safely and finish the shortbread with a neat, consistent appearance.	Rubbing-in: rubbing fat into flour until the mixture resembles breadcrumbs. Dough: a firm mixture that can be shaped. Binding: bringing ingredients together to form a dough. Shape: form food into a chosen outline. Equal size: pieces with similar dimensions and weight. Bake: cook food using dry heat in an oven.	Weighing and measuring, shortbread ingredients, equipment choices and food-room procedures.	Teacher observation of rubbing-in, dough handling, equal shaping, tray spacing, oven safety, colour, finish and washing-up.	
Lesson 8 – Assessment Week	Retrieve and apply knowledge from Lessons 1–7. Demonstrate understanding of routines, hazards, weighing and measuring, mise en place, equipment, washing-up and bread-roll/shortbread skills. Follow assessment instructions and command words accurately.	Assessment: a task used to judge knowledge and understanding. Recall: bring learned information back from memory. State: give a short, clear answer. Explain: give reasons and make a link clear. Apply: use knowledge in a new situation. Command word: the word that tells students how to answer.	Lessons 1–7 and the Assessment 1 knowledge organiser and practice questions.	Formal written Assessment 1 with multiple-choice, short-answer and extended-response questions.	“Read the command word and the number of marks before answering. Use precise food vocabulary and give one clear point for each available mark. Check that every question has been attempted.”
Lesson 9 – Assessment Week	Complete Assessment 1 during the allocated assessment window. Use any non-assessment time for supervised retrieval, targeted re-teaching or catch-up so that all students secure the core knowledge from Half Term 1.	Retrieval: recalling learning without copying. Evidence: information used to support an answer. Accuracy: being correct and exact. Review: look back over work to check and improve it. Extended response: a developed answer using several linked points.	Assessment 1 content and revision completed in Lessons 6–8.	Formal assessment sitting, catch-up sitting or structured retrieval according to the class timetable.	“Classes may sit the assessment in either week. Maintain the same expectations and exam conditions. Students who have completed the paper should strengthen weaker areas through retrieval rather than begin unrelated content.”
Lesson 10 – Knife Skills	Explain and apply knife-safety rules. Use the bridge hold and claw grip correctly. Describe julienne, brunoise, macedoine and	Bridge hold: a safe hold for cutting round or unstable foods.	Food-room hazards, correct equipment choices, mise en	Knife-safety scenarios, bridge/claw explanations, vegetable-cut table, practical target and safety checklist.	“Use the bridge hold to make a round food stable, then use the claw grip for controlled slicing. Keep fingertips behind the knuckles and cut away from the hand.

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	jardiniere cuts and explain why even pieces improve cooking and presentation.	Claw grip: a safe hold with fingertips tucked in while slicing. Julienne: long, thin matchstick strips. Brunoise: very small, neat dice. Macedoine: medium-sized dice. Jardiniere: batons or sticks.	place and safe washing-up routines.		Even-sized pieces cook at a similar rate, so the dish has a consistent texture and a neater appearance.”
Lesson 11 – Practical – Knife Skills	Practise safe knife control using the bridge hold and claw grip. Produce accurate jardiniere, julienne, macedoine and brunoise cuts. Work slowly with a stable board and maintain a tidy workstation.	Control: using the knife steadily and deliberately. Accuracy: cutting to the intended size and shape. Bridge hold: holding a small or round food steady while cutting. Claw grip: guiding the blade with tucked fingertips. Vegetable cut: a standard shape and size used in food preparation.	Lesson 10 knife rules, safe holds and definitions of the four vegetable cuts.	Teacher observation and self-check of safety and cut accuracy. Photograph or teacher feedback, reflection and exit ticket.	
Lesson 12 – Using the Cooker	Identify the hob, oven and grill and select the correct part for a task. Explain boiling, simmering and preheating. Use the hob, oven, grill and hot equipment safely.	Cooker: equipment used to heat and cook food. Hob: the top of a cooker used with pans. Oven: an enclosed space that cooks with hot air. Grill: strong heat from above used to toast or brown food. Preheat: heat the oven or grill before adding food. Simmer: cook liquid gently just below boiling.	Knife safety, food-room hazards and practical routines.	Cooker-part selection, hob-safety questions, oven/grill scenarios, Croque Monsieur risk assessment and exit ticket.	“The hob heats a pan, the oven surrounds food with hot air and the grill gives strong heat from above. Turn pan handles inwards, stay with the pan and lower the heat if liquid boils too rapidly. Use oven gloves, watch food under the grill and place hot trays in a safe cooling area.”
Lesson 13 – Practical – Croque Monsieur	Prepare a toasted bread dish using suitable equipment. Grate and slice ingredients safely, assemble the sandwich and use the grill to melt and brown cheese. Control heat and handle the hot grill tray safely.	Grill: cook or brown food with strong heat from above. Preheat: bring the grill to the correct heat before cooking. Grate: cut food into small shreds with a grater. Spread: apply an ingredient evenly over a	Knife skills, cooker parts, grill safety, equipment selection and allergy awareness.	Teacher observation of preparation, equipment use, grill control, hot-tray handling, final crispness/browning and clean-down. Three-mark question on benefits of grilling.	

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		surface. Browning: development of a golden-brown colour during heating. Allergen: a substance that can trigger an allergic reaction.			
Lesson 14 – Seasonal Cookery – Mince Pies / Jam Tarts	Make pastry using accurate weighing and the rubbing-in method. Bring the mixture together, portion and shape it evenly, add a controlled amount of filling and bake safely. Cool the product before handling hot jam or mincemeat.	Pastry: a dough made mainly from flour, fat and liquid. Rubbing-in: coating flour with fat using the fingertips. Knead: work a dough briefly until it is smooth. Portion: divide into equal amounts. Filling: food placed inside or on a pastry case. Cool: allow food to lose heat safely before handling.	Shortbread, rubbing-in, equal shaping, weighing and oven safety.	Teacher observation of breadcrumb texture, dough handling, equal portions, filling control, safe baking/cooling and final presentation.	
Lesson 15 – Practical – Hot Chocolate	Measure milk and chocolate powder accurately. Use the hob safely and heat milk gently without allowing it to boil. Stir to dissolve the powder and pour the hot drink safely.	Hob: the cooker surface used to heat a saucepan. Measuring jug: equipment used to measure liquid volume. Measuring spoon: a standard spoon for a small quantity. Heat: raise the temperature of food or liquid. Stir: move a utensil through a mixture to combine it. Dissolve: mix a solid into a liquid so it is no longer visible.	Accurate measuring, hob safety, heat control and washing-up procedures.	Teacher observation of measuring, pan-handle position, gentle heat, stirring, safe pouring and hygiene. Four-mark explanation of careful measuring and heating.	
Lesson 16 – Why Do We Eat Food? / Revision Launch	Explain why the body needs food for energy, growth and repair, warmth and protection. Identify the main functions of protein, carbohydrate, fat, vitamins/minerals, fibre and water. Apply nutrient knowledge to a balanced meal and begin Assessment 2 revision.	Diet: the food and drinks a person usually consumes. Balanced diet: the right amounts of different foods and nutrients. Nutrient: a substance in food that the body	Safe cooker use and basic awareness of food groups from primary school.	Recall and nutrient-function tables, balanced-meal questions, extended challenge and Assessment 2 revision organiser.	“Food is not needed only for energy. Protein supports growth and repair; fat also provides warmth and protects organs; vitamins and minerals help the body work properly; fibre supports digestion and water supports hydration. No single food supplies everything, so variety and balance matter.”

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		needs. Energy: fuel for movement, thinking and keeping warm. Growth and repair: building new cells and repairing tissues. Protection: helping the body stay healthy and resist illness.			
Lesson 17 – Practical – Chicken Goujons	Prepare and coat chicken safely using a clear flour, egg and crumb sequence. Control raw-poultry and cross-contamination risks. Portion the goujons evenly and bake them thoroughly, linking chicken to protein and the coating to carbohydrate.	Coating: covering food with another ingredient before cooking. Breading: adding a breadcrumb layer to food. Raw poultry: uncooked chicken or other bird meat. Cross-contamination: transfer of bacteria from one food or surface to another. Bake: cook with dry heat in an oven. Protein: a nutrient needed for growth and repair.	Knife safety, oven safety, food-room hygiene and nutrient functions.	Teacher observation of raw-chicken hygiene, coating method, even portioning, oven safety, thorough cooking, balanced serving ideas and clean-down.	
Lesson 18 – Revision / Flash Cards	Retrieve and organise knowledge from Lessons 10–17. Create accurate flash cards for knife skills, cooker safety, heat control, reasons for eating and nutrient functions. Practise applying command words to exam-style questions.	Revision: returning to learning to strengthen memory. Retrieval: recalling information without copying. Flash card: a question or keyword on one side and an answer on the other. Keyword: an important subject term used accurately. Command word: the instruction that determines the form of an answer. Confidence: how secure a learner feels with a topic.	Knife skills, cooker safety, Croque Monsieur, hot chocolate, nutrition and chicken goujons.	Completed flash cards, knowledge-organiser questions, peer quizzing, exam-style responses and confidence check.	“A useful flash card tests one idea at a time. Put a short question or term on the front and a concise, accurate answer on the back. Try to answer before turning it over; the effort of retrieval is what strengthens memory.”

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Lesson 19 – Assessment Week	Demonstrate knowledge of knife safety and vegetable cuts, cooker parts and heat control, reasons for eating food and nutrient functions. Use subject vocabulary and command words accurately in a formal assessment.	Assessment: a formal check of knowledge and understanding. State: give a brief factual answer. Describe: give characteristics or details. Explain: give reasons and make links clear. Compare: identify similarities and differences. Evidence: specific information that supports an answer.	Lessons 10–18 and the Assessment 2 knowledge organiser and practice questions.	Formal written Assessment 2 with multiple-choice, short-answer, scenario and extended-response questions.	“Match the depth of the answer to the command word and marks. For an explanation, make a point and state why it matters. Use examples such as safe knife holds, pan handles, nutrients or balanced serving choices.”
Lesson 20 – Practical – Granola Bars	Weigh oats, sugar, fat and syrup accurately. Use the melting method with safe hob control, combine ingredients and press the mixture evenly. Bake or set the bars, cool fully and portion neatly.	Melting method: heating ingredients until they become liquid before combining. Combine: mix ingredients together. Mixture: ingredients that have been combined. Press: push a mixture firmly and evenly into shape. Portion: divide food into equal servings. Cool: allow heat to leave food before cutting or storing.	Accurate weighing, hob and oven safety, heat control and nutrition knowledge.	Teacher observation of accuracy, melting and stirring, even pressing, timing, safe cooling, clean portions and final texture.	
Lesson 21 – Assessment Marking and Feedback	Identify strengths and gaps in Assessment 2. Correct misconceptions and improve incomplete answers using precise food vocabulary. Set a personal target and redraft an answer to demonstrate progress.	Feedback: information used to improve future work. Assessment: judging knowledge or performance. Strength: an aspect completed successfully. Misconception: an incorrect idea or understanding. Target: a specific goal for improvement. Gap analysis: identifying what is secure and what still needs development.	Completed Assessment 2 and awareness of the taught content.	Teacher and peer marking, whole-class feedback, corrections, gap analysis, redrafted response and individual target.	“A score tells us how the assessment went; feedback tells us how to improve. Corrections must replace the misconception with a complete, accurate answer. A useful target is specific, for example: ‘I will explain the difference between boiling and simmering using bubble size and heat control.’”

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Lesson 22 – The Eatwell Guide	Identify the main Eatwell Guide food groups and explain their contribution to a balanced diet. Understand proportions across a day or week, combination foods and hydration. Apply the guide to improve a scone-based pizza meal.	Eatwell Guide: a visual guide to balanced food choices. Balanced diet: the right amounts of different foods and nutrients. Food group: a category of foods that provide similar nutrients. Starchy carbohydrate: foods such as bread, rice, pasta and potatoes that provide energy. Protein foods: beans, pulses, fish, eggs, meat and alternatives. Hydration: having enough fluid for the body to work properly.	Reasons for eating food, nutrient functions and balanced-meal links from Lesson 16.	Food-group sorting, combination-food explanation, scone-pizza balance questions and exit ticket.	“The Eatwell Guide is a pattern for choices across a day or week, not a rule that every plate must copy exactly. Combination foods contain several groups. Check what is present, what is missing and whether foods high in fat, salt or sugar are being eaten less often and in smaller amounts.”
Lesson 23 – Practical – Scone-Based Pizza	Make a scone dough using accurate weighing, sifting and the rubbing-in method. Add liquid gradually, shape an even base and select toppings from different Eatwell Guide groups. Bake safely and present the pizza neatly.	Scone dough: a soft dough made with a raising agent. Rubbing-in: coating flour with fat using the fingertips. Sifting: passing dry ingredients through a sieve. Binding: adding enough liquid to bring a mixture together. Topping: ingredients placed on the surface of a dish. Food group: a category of foods with similar nutritional value.	Eatwell Guide, weighing and measuring, knife skills, rubbing-in and oven safety.	Teacher observation of dough consistency, even shaping, topping choice, portion control, knife/oven safety and final presentation. Four-mark application question.	
Lesson 24 – Nutritional Needs for Different Groups of People	Explain why nutritional needs change with age, life stage, activity, health and dietary requirements. Describe the needs of children, teenagers, active people, adults, older adults and pregnancy. Adapt meals and portions for different people.	Nutritional needs: the nutrients and energy a person needs to stay healthy. Energy requirement: the amount of energy needed from food and drink. Physical activity: movement that uses	Eatwell Guide, balanced diet and functions of protein, carbohydrate, vitamins, minerals, fibre and water.	Needs-differ questions, person-to-need matching, meal-adaptation scenarios and exit ticket.	“A balanced diet matters for everyone, but people do not need identical amounts or choices. Growing and active people may need more energy and protein; less-active people may need smaller portions but still need nutrient-rich food. Health, allergies, beliefs and personal choices can also change suitable ingredients.”

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		energy. Life stage: a stage such as childhood, adulthood or older adulthood. Growth and development: physical changes as the body grows and matures. Dietary requirement: a specific food need linked to health, belief, culture or lifestyle.			
Lesson 25 – Practical – Cupcakes	Use the creaming method to trap air in a cake mixture. Add egg gradually, fold in flour and portion the mixture evenly. Bake safely and check rise, colour and springiness to judge doneness.	Creaming: beating fat and sugar together until light and fluffy. Aeration: incorporating air into a mixture. Mixture: ingredients combined together. Raising agent: an ingredient that produces gas and helps a product rise. Portioning: dividing a mixture into equal amounts. Fold: combine gently to keep as much air as possible.	Accurate weighing, oven safety, portion control and knowledge of nutritional needs.	Teacher observation of creaming, gradual egg addition, folding, even portioning, oven safety and final rise/texture. Four-mark explanation of the method.	
Lesson 26 – Shortening and Fats	Identify the functions of fat in the body and explain why portion size matters. Distinguish fats from oils and saturated from unsaturated fats. Explain shortening in baking and plan a fair cupcake investigation.	Fat: a nutrient providing energy, insulation and organ protection. Shortening: fat coating flour particles to create a short, tender texture. Unsaturated fat: fat often found in plant oils, nuts, seeds and oily fish. Saturated fat: fat often found in butter, cream, cheese and fatty meat. Oil: a fat that is liquid at room temperature. Fat-soluble vitamins: vitamins A, D, E and K, which need fat for absorption.	Nutrient functions, Eatwell Guide, rubbing-in and the cupcake practical.	Functions-of-fat questions, fats/oils sorting, saturated/unsaturated application, shortening explanation and investigation prediction.	“The body needs some fat, but fat is energy dense, so amount and type matter. Unsaturated choices can replace some saturated fat, but all fats still need sensible portions. In baking, shortening does not mean making food smaller: fat coats flour, limits gluten development and can create a tender, crumbly texture.”

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Lesson 27 – Shortening and Fats Investigation: Cupcakes	Carry out a fair investigation into how different fats affect cupcakes. Change the type of fat while controlling the remaining ingredients, method, time and temperature. Use sensory evidence to compare, conclude and evaluate reliability.	Investigation: a practical test used to find out what happens. Independent variable: the one factor deliberately changed. Control variable: a factor kept the same to make a test fair. Variable: something that can change in an investigation. Sensory evaluation: judging appearance, aroma, texture and flavour using the senses. Portioning: dividing mixture equally so products cook evenly.	Lesson 26 fats and shortening, cupcake method, accurate weighing and safe egg/oven handling.	Safety/fair-test checklist, group observations, class tasting table, sensory comparison, conclusion and evaluation of reliability.	“A fair test changes only one factor: here, the type of fat. Flour, sugar, egg, portion size, oven temperature and baking time must stay as consistent as possible. Sensory conclusions need evidence such as rise, colour, moisture, tenderness or flavour, not simply ‘best’ or ‘nice’.”
Lesson 28 – Practical – Cheese and Onion Triangles	Make shortcrust pastry using the rubbing-in method and controlled liquid addition. Roll pastry to an even thickness, prepare a savoury filling, fill, fold and seal triangles accurately. Apply egg wash and bake safely.	Shortcrust pastry: a pastry with a short, crumbly texture. Rubbing-in: coating flour with fat until it resembles breadcrumbs. Dough: a firm mixture that can be rolled and shaped. Seal: close pastry edges so the filling stays inside. Egg wash: beaten egg brushed on pastry for colour and shine. Roll: flatten dough to an even thickness.	Shortening and fats, rubbing-in, safe knife/grater use and oven safety.	Teacher observation of pastry texture, water control, even rolling, filling preparation, sealing, egg wash, oven safety and final finish.	
Lesson 29 – Planning for Practical	Choose a suitable low-, medium- or high-skill assessment dish. Produce complete ingredients and equipment lists, safety/allergen/quality controls and a logical 60-minute time plan. Include a contingency for a likely problem.	Practical assessment: an independent cooking task used to demonstrate skills. Mise en place: collecting and preparing everything before cooking. Skill level: how demanding a dish is to make. Time plan: a step-by-step plan for working safely	All Year 7 practical methods, equipment, food safety, allergens, presentation and quality checks.	Chosen dish and justification, ingredients/equipment lists, safety and quality plan, allergen response, contingency and completed 60-minute time plan.	“A useful plan does more than copy the recipe. It sequences mise en place, preparation, cooking, quality checks, photography and clean-down. The special-points column should identify safety, hygiene, timing and quality. A contingency states what you will do if time, texture, equipment or an ingredient becomes a problem.”

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		and on time. Sequencing: putting stages into the best order. Contingency: a backup action if something goes wrong.			
Lesson 30 – Practical – Jammy Biscuits	Use accurate weighing and the rubbing-in method to make biscuit dough. Bind with egg, shape and slice equal portions, space them correctly and add a controlled amount of jam. Bake and cool the biscuits safely.	Dough: a firm mixture that can be shaped. Rubbing-in: mixing fat into flour with the fingertips. Binding: adding enough egg or liquid to form a dough. Portioning: dividing into equal amounts. Equal size: pieces with similar dimensions and mass. Bake: cook with dry heat in an oven.	Shortcrust pastry, shortening, accurate weighing, oven safety and practical planning.	Teacher observation of dough consistency, equal slicing and spacing, jam quantity, oven safety, colour, cooling and clean-down.	
Lesson 31 – Practical Assessment	Prepare, cook, present and photograph one chosen assessment dish independently within 60 minutes. Follow the Lesson 29 time plan, work hygienically and control the most challenging technical stage. Complete all washing-up and clean-down.	Independence: completing a task with minimal support. Time management: using available time effectively. Hygiene: practices that keep people, food and equipment clean. Technical skill: a practical process performed with control and accuracy. Presentation: the final appearance and arrangement of food. Cross-contamination: transfer of harmful bacteria or allergens.	Completed Lesson 29 plan and the practical skills developed throughout Year 7.	Twenty-mark practical rubric: organisation/time, hygiene/safety, technical skill/independence, complexity/challenge and final dish/presentation. Final photograph and teacher grade.	
Lesson 32 – Practical Assessment Evaluation	Evaluate the assessment using the final photograph, sensory evidence, teacher feedback and time plan. Judge strengths and weaknesses in both the product and the working process. Write precise improvements that predict the expected effect.	Evaluation: a judgement supported with evidence. Evidence: specific information used to support a judgement. Improvement: a precise change that should make performance better.	Completed practical assessment, photograph, teacher mark/feedback and Lesson 29 time plan.	Sensory-evaluation table, practical-performance review, time/safety reflections, improvement plan and ten-mark extended evaluation.	"A strong evaluation makes a judgement and proves it. Replace 'it was good' with evidence about colour, shape, texture, flavour, timing or independence. A precise improvement identifies the issue, states the exact change and predicts the result, for example even rolling so every piece bakes at the same speed."

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		Sensory qualities: appearance, aroma, taste and texture. Final outcome: the finished dish produced. Time management: using lesson time effectively to finish safely.			
Lesson 33 – Revision / Flash Cards	Retrieve and apply knowledge from Lessons 22–32. Create accurate flash cards covering the Eatwell Guide, nutritional needs, fats, the cupcake investigation and practical planning/evaluation. Practise extended and exam-style responses.	Revision: going back over learning to strengthen memory. Retrieval: recalling information from memory without copying. Evaluate: judge strengths and weaknesses using evidence. Flash card: a revision card with a prompt and answer. Keyword: an important subject word used accurately. Confidence: how secure a learner feels with a topic or skill.	Eatwell Guide, nutritional needs, fats/shortening, food investigation, practical planning, assessment and evaluation.	Confidence audit, prioritised revision, completed flash cards, keyword-to-answer task, exam-style questions and exit ticket.	“Each flash card should test one idea. Keep the answer short enough to check accurately, then use the term in an applied sentence. Revision is strongest when students retrieve first, check second and redraft anything they could not recall.”
Lesson 34 – Assessment Week	Demonstrate cumulative Year 7 knowledge and understanding, including healthy eating, nutritional needs, fats and shortening, fair food investigations, practical planning and evaluation. Use command words and evidence accurately.	Assessment: a formal judgement of learning. Written assessment: a test completed through written responses. Command word: the instruction that determines how to answer. Explain: give reasons and make links clear. Evaluate: make a balanced judgement using evidence. Evidence: specific information that supports a conclusion.	Lessons 22–33 and cumulative food-safety and practical knowledge from the year.	Tracking 3 written assessment with multiple-choice, short-answer, applied and extended-response questions.	“Use the marks to judge how much detail is required. Extended answers should use keywords, explain links and apply knowledge to a food or practical example. Leave time to check that every section is complete.”
Lesson 35 – Assessment Feedback and Marking	Review the Tracking 3 assessment and identify secure knowledge and areas for development. Correct misconceptions, improve written	Gap analysis: comparing current performance with the desired standard.	Completed Tracking 3 assessment and knowledge of the topics assessed.	Teacher and peer feedback, marked-paper review, corrections, misconception check, redrafted	“Feedback should lead to action. Students must explain why an answer lost marks, write the correct knowledge and redraft one response to the required standard. An

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	responses and set an Even Better If target. Use feedback to plan the next steps in Food Technology.	Feedback: information given to improve performance. Strengths: aspects that were successful. EBI: Even Better If: a precise improvement point. Misconception: an incorrect understanding that needs correction. Redraft: rewrite an answer to improve its quality.		extended answer and personal EBI target.	EBI target should be specific enough to use in the next lesson or assessment."
Lesson 36 – Practical – Chocolate Tiffin	Weigh ingredients accurately and melt the chocolate mixture safely using the instructed method. Crush and combine dry ingredients, press the mixture evenly and allow it to set. Portion and present the tiffin neatly while maintaining good hygiene.	Melt: change a solid into a liquid using heat. Combine: mix ingredients together. Crush: break food into smaller pieces. Set: become firm as a mixture cools. Press: compact a mixture evenly into a container. Portion: divide food into equal servings.	Accurate weighing, melting method, heat safety, portioning and clean-down routines.	Teacher observation of safe melting, ingredient consistency, even pressing, hygienic working, setting, portioning and presentation.	
Lesson 37 – Practical – Chocolate Chip Cookies	Measure ingredients accurately and prepare a cookie dough using the stated mixing method. Portion and space the dough evenly, bake with safe oven control and judge doneness by colour and texture. Cool fully before boxing to prevent condensation.	Cookie dough: a soft mixture shaped before baking. Creaming: beating fat and sugar to combine and trap air. Portion: divide into equal pieces. Bake: cook with dry heat in an oven. Doneness: the point at which food is cooked correctly. Condensation: water droplets formed when warm moisture cools.	Cupcake method, fats, accurate measuring, oven safety and equal portioning.	Teacher observation of method, equal portions/spacing, oven gloves, timing, colour, texture, cooling and clean-down.	
Lesson 38 – Temperature Control	Explain why temperature control prevents harmful bacteria multiplying. Identify high-risk foods and describe safe chilled storage, cooking, hot holding, cooling and reheating.	Temperature control: keeping food at safe temperatures. High-risk food: food that readily supports bacteria	Food-room hygiene, cooker safety and practical experience with chicken, dairy, eggs and cooked foods.	Comprehension questions, high-risk-food examples, safe-temperature decisions, practical food-safety scenario and exit ticket.	"Bacteria need food, moisture, warmth and time. Temperature control means keeping chilled food at 8°C or below, hot-held food at 63°C or above, cooking thoroughly, cooling quickly and reheating until steaming hot throughout.

Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
	Apply safe temperature decisions to practical dishes and leftovers.	growth. Hot holding: keeping cooked food hot until it is served. Danger zone: temperatures in which bacteria can multiply quickly. Chilled storage: keeping food cold to slow bacteria growth. Reheating: heating cooked food again until steaming hot throughout.			Cold temperatures slow bacteria; thorough heating helps destroy harmful bacteria."
Lesson 39 – Where Do Bacteria Come From?	Identify sources of bacteria in raw foods, food handlers, surfaces, equipment, cloths, pests and waste. Explain contamination, cross-contamination and bacterial multiplication. Describe prevention routines and recognise common food-poisoning symptoms.	Bacteria: microscopic organisms found everywhere; some are harmful. Cross-contamination: transfer of bacteria from one food, surface or person to another. Contamination: harmful bacteria or substances getting onto food or equipment. Pests: insects or animals that may contaminate food. Food handler: a person who prepares, cooks, serves or handles food. Symptoms: signs of illness such as nausea, vomiting or diarrhoea.	Temperature control, food-room hygiene, raw-chicken safety and knowledge of bacteria.	Source-of-bacteria table, raw-food and handler scenario, cross-contamination questions, kitchen investigation and exit ticket.	"Bacteria can arrive on raw food, hands, equipment, work surfaces, cloths, pests and rubbish. They multiply when food, moisture, warmth and time are available. Prevent spread by cleaning hands and equipment, separating raw and ready-to-eat foods, covering food, controlling temperature and managing waste. Food poisoning may cause nausea, vomiting, diarrhoea and stomach pain."