Year 7							
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half term 5	Half term 6	
Topic	Food and cooking						
These topics	Aims	Aims	Aims	Aims	Aims	Aims	
within the unit of work of will develop prior	Pupils will develop their knowledge and understanding of ingredients and healthy eating.	Pupils will develop their knowledge and understanding of ingredients and healthy eating.	Pupils will develop their knowledge and understanding of ingredients and healthy eating.	Pupils will develop their knowledge and understanding of ingredients and healthy eating.	Pupils will develop their knowledge and understanding of ingredients and healthy eating.	Pupils will develop their knowledge and understanding of ingredients and healthy eating.	
knowledge and will continue throughout KS3.	Pupils will acquire and demonstrate food preparation and cooking techniques.	Pupils will acquire and demonstrate food preparation and cooking techniques.	Pupils will acquire and demonstrate food preparation and cooking techniques.	Pupils will acquire and demonstrate food preparation and cooking techniques.	Pupils will acquire and demonstrate food preparation and cooking techniques.	Pupils will acquire and demonstrate food preparation and cooking techniques.	
	Pupils will acquire and demonstrate the principles of food hygiene and safety.	Pupils will acquire and demonstrate the principles of food hygiene and safety.	Pupils will acquire and demonstrate the principles of food hygiene and safety.	Pupils will acquire and demonstrate the principles of food hygiene and safety.	Pupils will acquire and demonstrate the principles of food hygiene and safety.	Pupils will acquire and demonstrate the principles of food hygiene and safety.	
	Pupils will apply their knowledge to make informed choices.	Pupils will apply their knowledge to make informed choices.	Pupils will apply their knowledge to make informed choices.	Pupils will apply their knowledge to make informed choices.	Pupils will apply their knowledge to make informed choices.	Pupils will apply their knowledge to make informed choices.	
	Pupils will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will develop the creative, technical, and practical expertise needed to perform everyday tasks confidently.	
	Pupils will build and apply a repertoire of	Pupils will build and apply a repertoire of	Pupils will build and apply a repertoire of	Pupils will build and apply a repertoire of	Pupils will build and apply a repertoire of	Pupils will build and apply a repertoire of	

	I	I	I	I	I	
	knowledge,	knowledge,	knowledge,	knowledge,	knowledge,	knowledge,
	understanding and skills	understanding and skills	understanding and skills	understanding and skills	understanding and skills	understanding and skills
	to create high quality	to create high quality	to create high quality	to create high quality	to create high quality	to create high quality
	dishes for a wide range	dishes for a wide range	dishes for a wide range	dishes for a wide range	dishes for a wide range	dishes for a wide range
	of people.	of people.	of people.	of people.	of people.	of people.
	Pupils will evaluate and	Pupils will evaluate and	Pupils will evaluate and	Pupils will evaluate and	Pupils will evaluate and	Pupils will evaluate and
	test their ideas and the	test their ideas and the	test their ideas and the	test their ideas and the	test their ideas and the	test their ideas and the
	work of others.	work of others.	work of others.	work of others.	work of others.	work of others.
Knowledge	To explain the layout of	To explain where dairy	To perform a simple	To investigate some of	To acquire and	To consolidate and
and	the food room and to	and alternatives come	product analysis,	the factors that affect	demonstrate measuring,	demonstrate food
Assessment	recognise, name and	from and how consumer	including an overview of	food choice.	knife skills and using the	preparation skills when
Objectives	locate the tools and	demand influences	the functional properties	Tood choice.	hob (frying, boiling, and	preparation skins when
Objectives	equipment in the food	availability, e.g. lower	of the ingredients, and	To investigate ways in	simmering) to prepare	main meal dish suitable
	room.	fat dairy products.	sensory evaluation.	which food can be made	and cook a vegetable	for a teenager, e.g. knife
	Toom.	lat daily products.	sensory evaluation.	appetising, including	curry.	skills, mixing and
	To describe the	To acquire and	To investigate ways in	seasoning, flavouring,	curry.	combining, forming, and
		demonstrate weighing,	which recipes can be	visual appearance,	To acquire and	shaping, assembling, and
	expectations for working in the food room	Ç Ç.	modified.		demonstrate the	
		measuring, grating,	modified.	presentation.		layering, and using the
	including food hygiene	slicing, spreading, and	To consider and	To investigate the	principles of food	hob, grill, or oven.
	and safety practices.	using the grill.	To acquire and	To investigate the	hygiene and safety,	T1: 1-41
	m 1 11	m · 1	demonstrate weighing	nutritional requirements	focusing on using knives	To consolidate and
	To describe sensory	To acquire and	and measuring, peeling,	for teenagers and plan a	and the hob.	demonstrate the
	evaluation and list the	demonstrate the	grating, mixing, folding,	suitable main meal dish.	7	principles of food
	sensory descriptors for a	principles of food	dividing a mixture, and		To calculate the energy	hygiene and safety,
	range of practical dishes.	hygiene and safety,	using the oven.	To acquire and	and nutrients provided	focusing on, for
		focusing on using		demonstrate knife skills,	by the dish.	example, using knives,
	To describe the	knives, grating and the	To acquire and	mixing, using the hob		small electrical
	principles of <i>The Eat</i>	grill.	demonstrate the	(stir-frying, boiling, and	To acquire and	equipment, handling and
	well Guide and relate		principles of food	simmering), and	demonstrate weighing	cooking raw meat,
	this to their own diet.	To explain where beans,	hygiene and safety,	draining (if using dried	and measuring, peeling,	poultry and/or fish (if
		pulses, fish, eggs, meat,	focusing on knives (if	noodles) to prepare and	cutting, blitzing,	using), the hob, oven or
	To name the key	and other proteins come	using), the grater,	cook a stir-fry.	dividing, forming, and	grill.
	nutrients provided by					

	The Eat well Guide food	from and their	handling eggs, and the	To acquire and	shaping and using the	To evaluate their dish
	groups.	importance in the diet.	oven.	demonstrate the	grill.	and the practical
				principles of food		activity.
	To explain and apply the	To list the food choices		hygiene and safety,	To acquire and	
	8 tips for healthy eating,	available for vegetarians		focusing on using	demonstrate the	To calculate the energy
	the 5 A Day message	and explain how their		knives, handling and	principles of food safety	and nutrients provided
	and portion size.	dietary needs are met.		cooking raw poultry (if	and hygiene, focusing on	by their dish.
				using), the hob and	using knives, handling	
		To investigate the		draining.	and cooking raw meat (if	To appraise and evaluate
		characteristics of beans,		T 1 1 4 4	using), small electrical	their learning journey.
		pulses, fish, eggs, meat,		To calculate the energy	equipment and the grill.	To evaluate their
		and other proteins foods in cooking.		and nutrients provided by the dish.		
		in cooking.		by the dish.		practical cooking experiences.
						experiences.
Scaffolding	Pre-printed sheets with	Pre-printed sheets with	Pre-printed sheets with	Pre-printed sheets with	Pre-printed sheets with	Pre-printed sheets with
for SEND to	spellings, PPT	spellings, PPT	spellings, PPT	spellings, PPT	spellings, PPT	spellings, PPT
ensure	presentation to include	presentation to include	presentation to include	presentation to include	presentation to include	presentation to include
quality first	key vocabulary.	key vocabulary.	key vocabulary.	key vocabulary.	key vocabulary.	key vocabulary.
teaching	ALL STUDENTS	ALL STUDENTS	ALL STUDENTS	ALL STUDENTS	ALL STUDENTS	ALL STUDENTS
	HAVE THE	HAVE THE	HAVE THE	HAVE THE	HAVE THE	HAVE THE
	OPPORTUNITY TO:	OPPORTUNITY TO:	OPPORTUNITY TO:	OPPORTUNITY TO:	OPPORTUNITY TO:	OPPORTUNITY TO:
	• Carry out 10 hours	• Carry out 10 hours	• Carry out 10 hours	• Carry out 10 hours	• Carry out 10 hours	• Carry out 10 hours
	practical cooking,	practical cooking,	practical cooking,	practical cooking,	practical cooking,	practical cooking,
	making a range of	making a range of	making a range of	making a range of	making a range of	making a range of
	basic dishes.	basic dishes.	basic dishes.	basic dishes.	basic dishes.	basic dishes.
	List, acquire and	List, acquire and	List, acquire and	List, acquire and	List, acquire and	List, acquire and
	demonstrate the	demonstrate the principles of food	demonstrate the principles of food	demonstrate the principles of food	demonstrate the principles of food	demonstrate the principles of food
	principles of food hygiene and safety	hygiene and safety	hygiene and safety	hygiene and safety	hygiene and safety	hygiene and safety
	when preparing and	when preparing and	when preparing and	when preparing and	when preparing and	when preparing and
	cooking ingredients.	cooking ingredients.	cooking ingredients.	cooking ingredients.	cooking ingredients.	cooking ingredients.
	Describe the	 Describe the 	Describe the	Describe the	Describe the	Describe the
	principles of <i>The Eat</i>	principles of <i>The Eat</i>	principles of <i>The Eat</i>	principles of <i>The Eat</i>	principles of <i>The Eat</i>	principles of <i>The Eat</i>
	well Guide and	well Guide and	well Guide and	well Guide and	well Guide and	well Guide and

	relate it to their own diet. Name the main nutrients provided by <i>The Eat well Guide</i> food groups. Explain the 8 tips for healthy eating. Describe where a range of foods are from and how they are used to create dishes. Identify some factors that can affect food choice. Apply knowledge of ingredients to plan a dish for a specific purpose.	relate it to their own diet. Name the main nutrients provided by <i>The Eat well Guide</i> food groups. Explain the 8 tips for healthy eating. Describe where a range of foods are from and how they are used to create dishes. Identify some factors that can affect food choice. Apply knowledge of ingredients to plan a dish for a specific purpose.	relate it to their own diet. Name the main nutrients provided by <i>The Eat well Guide</i> food groups. Explain the 8 tips for healthy eating. Describe where a range of foods are from and how they are used to create dishes. Identify some factors that can affect food choice. Apply knowledge of ingredients to plan a dish for a specific purpose.	relate it to their own diet. Name the main nutrients provided by <i>The Eat well Guide</i> food groups. Explain the 8 tips for healthy eating. Describe where a range of foods are from and how they are used to create dishes. Identify some factors that can affect food choice. Apply knowledge of ingredients to plan a dish for a specific purpose.	relate it to their own diet. Name the main nutrients provided by <i>The Eat well Guide</i> food groups. Explain the 8 tips for healthy eating. Describe where a range of foods are from and how they are used to create dishes. Identify some factors that can affect food choice. Apply knowledge of ingredients to plan a dish for a specific purpose.	relate it to their own diet. Name the main nutrients provided by <i>The Eat well Guide</i> food groups. Explain the 8 tips for healthy eating. Describe where a range of foods are from and how they are used to create dishes. Identify some factors that can affect food choice. Apply knowledge of ingredients to plan a dish for a specific purpose.
Careers	https://nationalcareers.se	https://nationalcareers.se	https://nationalcareers.se	https://nationalcareers.se	https://nationalcareers.se	https://nationalcareers.se
input	rvice.gov.uk/job-	rvice.gov.uk/job-	rvice.gov.uk/job-	rvice.gov.uk/job-	rvice.gov.uk/job-	rvice.gov.uk/job-
	categories/hospitality-	categories/hospitality-	categories/hospitality-	categories/hospitality-	categories/hospitality-	categories/hospitality-
	and-food	and-food	and-food	and-food	and-food	and-food
Key	https://www.foodafactofl	https://www.foodafactofl	https://www.foodafactofl	https://www.foodafactofl	https://www.foodafactofl	https://www.foodafactofl
Vocabulary	ife.org.uk/11-14-years/	ife.org.uk/11-14-years/	ife.org.uk/11-14-years/	ife.org.uk/11-14-years/	ife.org.uk/11-14-years/	ife.org.uk/11-14-years/
Review and	Formative assessment -					
Assessment	each skill will be					
Dates	demonstrated during					
(including	practical lessons.					
opportunities	Written sensory					
	evaluation of practical					

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for retrieval	task recorded in books to		task recorded in books to			
practice)	show understanding	show understanding	show understanding	show understanding	show understanding	show understanding
	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions	Summative End of unit assessment – tests/ quizzes at end of unit alongside plenary questions
	Assessment marking scheme design, make, evaluate with outcomes transitioning from emerging to mastering.	Assessment marking scheme design, make, evaluate with outcomes transitioning from emerging to mastering	Assessment marking scheme design, make, evaluate with outcomes transitioning from emerging to mastering	Assessment marking scheme design, make, evaluate with outcomes transitioning from emerging to mastering	Assessment marking scheme design, make, evaluate with outcomes transitioning from emerging to mastering	Assessment marking scheme design, make, evaluate with outcomes transitioning from emerging to mastering