

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

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

	<p><i>The Eat well Guide</i> food groups.</p> <p>To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size.</p>	<p>from and their importance in the diet.</p> <p>To list the food choices available for vegetarians and explain how their dietary needs are met.</p> <p>To investigate the characteristics of beans, pulses, fish, eggs, meat, and other proteins foods in cooking.</p>	<p>handling eggs, and the oven.</p>	<p>To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw poultry (if using), the hob and draining.</p> <p>To calculate the energy and nutrients provided by the dish.</p>	<p>shaping and using the grill.</p> <p>To acquire and demonstrate the principles of food safety and hygiene, focusing on using knives, handling and cooking raw meat (if using), small electrical equipment and the grill.</p>	<p>To evaluate their dish and the practical activity.</p> <p>To calculate the energy and nutrients provided by their dish.</p> <p>To appraise and evaluate their learning journey.</p> <p>To evaluate their practical cooking experiences.</p>
<p>Scaffolding for SEND to ensure quality first teaching</p>	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary. ALL STUDENTS HAVE THE OPPORTUNITY TO:</p> <ul style="list-style-type: none"> Carry out 10 hours practical cooking, making a range of basic dishes. List, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Describe the principles of <i>The Eat well Guide</i> and 	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary. ALL STUDENTS HAVE THE OPPORTUNITY TO:</p> <ul style="list-style-type: none"> Carry out 10 hours practical cooking, making a range of basic dishes. List, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Describe the principles of <i>The Eat well Guide</i> and 	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary. ALL STUDENTS HAVE THE OPPORTUNITY TO:</p> <ul style="list-style-type: none"> Carry out 10 hours practical cooking, making a range of basic dishes. List, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Describe the principles of <i>The Eat well Guide</i> and 	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary. ALL STUDENTS HAVE THE OPPORTUNITY TO:</p> <ul style="list-style-type: none"> Carry out 10 hours practical cooking, making a range of basic dishes. List, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Describe the principles of <i>The Eat well Guide</i> and 	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary. ALL STUDENTS HAVE THE OPPORTUNITY TO:</p> <ul style="list-style-type: none"> Carry out 10 hours practical cooking, making a range of basic dishes. List, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Describe the principles of <i>The Eat well Guide</i> and 	<p>Pre-printed sheets with spellings, PPT presentation to include key vocabulary. ALL STUDENTS HAVE THE OPPORTUNITY TO:</p> <ul style="list-style-type: none"> Carry out 10 hours practical cooking, making a range of basic dishes. List, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Describe the principles of <i>The Eat well Guide</i> and

STEM Faculty

Food Year 7

Lady Hawkins' School

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