



Scheme of Work

SUBJECT Food Technology

YEAR 7

Time allocation – Rotation 1:1 x Double and 3 x Single lesson a week for 5 weeks, Rotation 2 :Repeated

	Topic -Food and Cooking
Key concepts	To enable pupils to learn: <ul style="list-style-type: none"> • where food comes from • how to cook a range of dishes safely and hygienically • to apply their knowledge of healthy eating.
Themes	Pupils will have the opportunity to explore the key concepts through: <ul style="list-style-type: none"> • Home and health • Food and agriculture • Design and make a bread-based product
Challenge	See individual lesson. Challenge given to individuals based on their strengths (theory = academic or practical = skills based)
Support	Based on IEP, See individual lessons.
Literacy focus	<p>Reading – taught to understand different texts (new vocabulary, relating it to known vocabulary and understanding it with the help of context).</p> <p>Writing – summarise and organise material by supporting ideas/arguments with factual details, apply their growing knowledge of vocabulary and text type to their writing. To plan, draft and edit writing by considering the audience/purpose and by paying attention to grammar, punctuation and spelling.</p> <p>Grammar and Vocabulary -use standard English in their own writing and speech.</p> <p>Spoken English – use English confidently in a range of settings e.g. class room discussions, give short speeches/presentations expressing their own ideas, participate in structured discussions.</p>



Numeracy focus	Understand and use place value (decimals and measures), use standard units for weight/mass, length, time and money. To be taught to change between standard units (e.g. time, length, volume and weight). Construct and interpret tables, charts and diagrams (including freq. tables, bar charts, pie charts and pictograms)
Cross-curricular links	Science – nutrition and digestion (content of a healthy diet, comparing energy values of different foods)
SMSC & MBV	Health and well-being: <ul style="list-style-type: none"> Balanced diet and it's benefits Influences in decisions about eating a balanced diet.
ASSESSMENTS	Teacher – written work (star diagram), practical observation (Chef of the Week), End of rotation test. Rotation 2 – Bread Challenge. Pupil – Track their progress using Learning objectives, Strengths and Target - reflection Peer Practical Assessment – bread rolls (rotation 2)
Out of school learning	IST -To research, prepare and cook a dish based on a seasonal fruit or vegetable Life Skill – Organisation (ingredients list and planning)



Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	Introduction to the room and expectations of the year 7 course.	To be aware of the expectations of pupils and teachers when using the food technology room.		
2	Hygiene: Chef	To understand the chef's responsibilities for food hygiene and safety in the kitchen		Hazard WS Good/bad chef WS
3 (D)	Hygiene: Washing up and equipment	Understand your role in keeping the kitchen clean and tidy. To be able to name a range of equipment.		
4	Intro. to healthy eating	Recall and apply the principles of the 8 tips for healthy eating to their own diet.		
5	Eatwell Plate	Recognise the Eatwell plate and name the sections (focus Fruit and Vegetables)	Support – Images around the room Challenge - Identify a range of processes.	WS Eatwell plate.
6	Safety: Knife skills	Be able to give rules for knife Safety. (dem. Fruit salad)		
7 (D)	Practical - fruit salad	Show good chef hygiene. Demonstrate knife skills (bridge hold/claw grip) and fruit preparation e.g. peeling. Apply the principles of Food H&S.	Support - Do any pupils need: <ul style="list-style-type: none"> ingredients partly pre-prepared, e.g. peeled or cored? assistance with their practical work, e.g. slicing? share tasks, by working in pairs? Challenge -different types of fruit and vegetables, some of which are easier to prepare or some which are more challenging?	



8	Sensory Evaluation	Begin to understand the process of product evaluation (produce a star diagram for their fruit salad)	Support- 4 lined axis Challenge – 8 lined axes	Sensory vocab. word bank.
9	Eatwell - Cereals	Explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet.		
10	Safety: using a hob	Identify key rules for using the hob safely (revisit knife safety).		Hob safety ws.
11 (D)	Practical: Flapjack	Prepare and cook a dish using the hob and oven. Demonstrate the safe use of the hob and oven and other small equipment.	Support - Do any of your pupils need: <ul style="list-style-type: none"> • ingredients pre-measured to allow them to make best use of the time available? • assistance with their practical work, e.g. using the hob? • less ingredients in their recipe to make it manageable? • ready lined baking tins or shallow foil trays? • to follow different recipes? 	
12	Evaluative Writing	Produce an evaluation of a product (flapjack) and practical skills used to prepare	Support – use word frames	Word frames WS
13	Eatwell - M, F and alt.	Explore beans, pulses, fish, eggs and meat and their role in a balanced diet.		



14	Eatwell - Dairy	Explain where dairy and alternatives come from and how consumer demand influences availability. Taste test (preference) dairy and alternative food, cheese.		Product comparison worksheet. Yoghurt for tasting.
15 (D)	Practical – Toastie	Prepare and cook a dish using the grill Demonstrate the safe use of the grill and other small equipment. Apply the principles of food H&S (knife and grater) when cooking.	Support - Do any pupils need: <ul style="list-style-type: none"> • ingredients partly pre-prepared, e.g. grated cheese? • assistance with their practical work, e.g. using the grill? • less ingredients in their recipe to make it manageable in the time? Challenge - an extended range of ingredients to challenge their preparation skills?	Recipe sheet. Ingredients for dem. Grill worksheet.
16	Eatwell – Sugar and Fats	Understand the role of hidden sugars in the diet. Identify two different types of fat		
17	Assessment	Assess knowledge of healthy eating (Eatwell Plate), Chef hygiene and basic equipment.		Test paper
18	Intro. to cakes	Explore the features of cake making		Cake ingredients
19 (D)	Practical Fruit Cakes	Prepare a baked dish using the oven. Demonstrate combine ingredients into a uniform mixture; divide the mixture equally between cases; Apply the principles of food H&S when using the oven.	Support - Do any of your pupils need: <ul style="list-style-type: none"> • ingredients pre-measured, to allow them time to complete the recipe? • an electric mixer to mix the ingredients together? • modified recipes, introducing other ingredients? 	Fruit Cake Recipe
20	Feedback	Review knowledge of healthy eating, chef hygiene and basic equipment.		



Rotation 2

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1	Revisit rules of the room Food Safety	To identify how to keep Food Safe on the Food Journey.	Support – template of table, work in pairs.	Food Journey PP
2				
3 (D)	Practical - Soda Bread	Prepare and cook a bread from another country - soda bread Apply the principles of food H&S (oven) when cooking.	Support Do any pupils need: <ul style="list-style-type: none"> ingredients pre-measured, to allow them time to complete the recipe? assistance rolling out or shaping the dough? to follow different recipes? *Challenge	Recipe – Soda bread
4	Provenance of Flour	Identify different types of grain, where they are grown and their main uses.		The Grain game presentation (types of grain, grown and uses) Samples: ear of wheat, grains, flour and bread, the grain chain presentation, the grain chain worksheet, Wheat into flour video the grain chain cards, Wheat farming video ,
5	Flour Production	Describe the steps used in processing wheat grain to flour		
6	How to make bread	Explain the steps used in the production of bread .	Support – produce an illustrated method Challenge – annotate method.	Quick bread roll DEMO ingredients.
7 (D)	Practical Assessment ½ Bread practical	Prepare and cook bread rolls, using the skills of weighing and measuring, sift, mixing, kneading, shaping, glazing and baking.	Support Do any pupils need: <ul style="list-style-type: none"> ingredients pre-measured, to allow them time to complete the recipe? assistance rolling out or shaping the dough? 	Recipe – Quick Bread rolls Observation sheet.



	½ Observation (peer assessment)	Apply the principles of food H&S (oven) when cooking. Evaluate their product.	<ul style="list-style-type: none"> to follow different recipes? *Challenge – to experiment with different shaping method.	
8	Research – bread tasting	Use sensory analysis to explore different types of bread.		Range of breads, tasting sheet, Word banks.
9	Nutrition - Fibre	Identify sources of fibre in the diet and its importance in the diet.		Find your fibre ws
10	Bread research	Use the internet to research types of bread available (shape, ingredients, types)		Explore ws Bread research ws
11 (D)	Practical Assessment ½ Bread practical ½ Observation (peer assessment)	Prepare and cook bread rolls, using the skills of weighing and measuring, sift, mixing, kneading, shaping, glazing and baking. Apply the principles of food H&S (oven) when cooking. Evaluate their product.	Support Do any pupils need: <ul style="list-style-type: none"> ingredients pre-measured, to allow them time to complete the recipe? assistance rolling out or shaping the dough? to follow different recipes? *Challenge – to experiment with different shaping method.	Recipe – Quick Bread rolls Observation sheet.
12	Introduce Challenge	Produce a task analysis on a given design brief. Identify areas that will support planning and organising.	Support – use printed task. Challenge – list ideas for analysis.	
13	Generate ideas for a pizza with consideration of the consumer (questionnaire)	Investigate consumer preferences for pizza. Produce a product specification for their pizza design.	Support – Templates of questions and tables to aid layout. 3 variables *Challenge – Use up to 7 variables.	Question and table templates, plain paper.
14	Research: Pizza	Use the internet to research types of pizza available (shape, ingredients, types)		Computers
15 (D)	Practical – Margarita Pizza	Prepare and cook margarita pizza Apply the principles of food H&S (grater and oven) when cooking.	Support Do any pupils need: <ul style="list-style-type: none"> ingredients pre-measured, to allow them time to complete the recipe? assistance rolling out or shaping the dough? to use pre-prepared topping or fillings? to follow different recipes? *Challenge – Explore how the recipe can be developed to include more skills.	Recipe – Scone based pizza



16	Evaluate	Produce an evaluation for a basic pizza		
17	Pizza Design	Write/draw a design specification for a bread based product.		
18	Organising a practical session	Produce an ingredients and equipment list for their own bread based product. Construct a time plan for their design.	Support – Cut and paste some written elements. Challenge – identify H&S issues through the time plan.	Flow diagram of recipe.
19	Practical – Own recipe for bread-based product.	Prepare and cook a recipe of their own design. Apply the principles of food H&S (knife and grater) when cooking.	Support Do any pupils need: <ul style="list-style-type: none"> • ingredients pre-measured, to allow them time to complete the recipe? • assistance rolling out or shaping the dough? • to use pre-prepared topping or fillings? • to follow different recipes? *Challenge – to follow a different recipe (use the bread-based dough)	Recipe – Scone based pizza and quick bread rolls
20	Evaluation of practical and bread based product	Evaluate practical skills needed to prepare a pizza of their own design. Produce a product evaluation.	Support – leading sentences. Star diagram template Word banks Challenge -	Evaluation sheet