

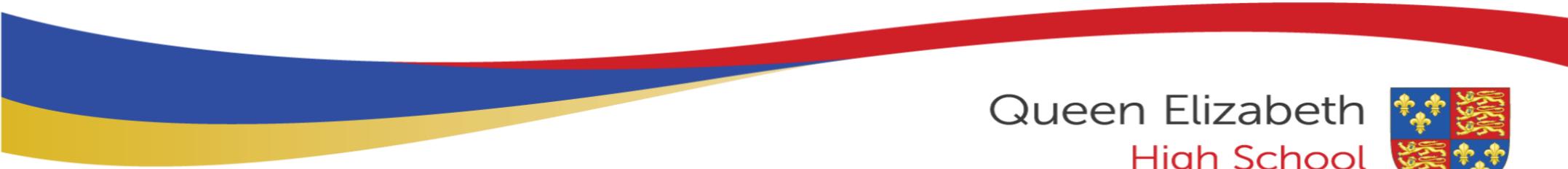


Scheme of Work - Food Technology Year 7

	Topic - Food and Cooking (adapted from Food a Fact of life Y7 SOW) Food a Fact of Life
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	Reading – taught to understand different texts (new vocabulary, relating it to known vocabulary and understanding it with the help of context). 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. Grammar and Vocabulary -use standard English in their own writing and speech. Spoken English – use English confidently in a range of settings e.g., classroom discussions, give short speeches/presentations expressing their own ideas, participate in structured discussions.



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.
Assessment	Teacher – practical observation based on learning objective of the lesson (Chef of the Week); End of rotation 1 written test. Pupil – Track their progress using practical skills and reflecting on their own strengths and target. Rotation 2 – Bread Challenge. Peer Practical Assessment – bread rolls (focus organisation, skills, washing up and final product). Written - Plan and create a recipe sheet (ingredients and method) for their chosen pizza design. Written - Evaluate (test, evaluate and refine their ideas and products against a specification)
Out of school learning	IST –Seasonal Fruit and Vegetables. Pupils' choice of task based on their choice of a seasonal fruit or vegetable: <ul style="list-style-type: none"> • To research and present information • Prepare and cook a dish information Life Skill – Organisation and communication (ingredients list and planning)



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Rotation 1 – Introduction to Food technology.



Theme	Key concepts	Learning outcomes	Differentiation	Resource
Safety	Introduction to the room and expectations of the year 7 course. Hygiene: Chef	Be aware of the expectations of pupils and teachers when using the food technology room. Understand the chef's responsibilities for food hygiene and safety in the kitchen	Support - List the principles of food safety and hygiene Most pupils - Explain the principles of food safety and hygiene. Challenge - Describe the principles of food safety and hygiene.	Hazard WS: Good/bad chef WS
	Introduction to the room and expectations: Hygiene: Washing up and equipment	Recognise, name, and locate the tools and equipment in the food room.		
	Intro. to healthy eating Eatwell Plate Safety: Knife skills	Recall and apply the principles of the 8 tips for healthy eating to their own diet. Recognise the Eatwell plate and name the sections (focus Fruit and Vegetables) Describe the safe use of knives. (dem. Fruit salad)	Support - describe the principles of healthy eating models e.g. 5 a day, the Eatwell Guide and relate it to their own diet. Challenge - describe and explain the principles of healthy eating models e.g. 5. a day, the Eatwell Guide, and use it when devising meals and menus for themselves and others.	WS Eatwell plate. Ingredients for fruit salad Tasting fruit. Sensory word bank
	Practical - fruit salad	Prepare a dish using fruit. Demonstrate the safe use of sharp knives. Apply the principles of food safety and hygiene when cooking.	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 -diverse types of fruit and vegetables, some of which are easier to prepare or some which are more challenging?	
Using the hob	Introduction to the oven (focus – hob)	Recognise, name, and locate sections of the oven (focus – hob)	Support – name the sections of the oven and list safely rules.	WS – oven.



		Describe how to use the hob safely. (dem. Toastie) Recall the sections of the Eatwell plate and name foods found in them (focus Dairy and alternatives)	Challenge – describe the uses of the sections of the oven and explain the safety rules.	Ingredients for toastie
	Practical – Toastie	Prepare and cook a dish using dairy and alternative products – tortilla toastie Demonstrate the safe use of the hob, grater and other small equipment. Apply the principles of food safety and hygiene 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 hob? • less ingredients in their recipe to make it manageable in the time? Challenge - an extended range of ingredients to challenge their preparation skills?	Picture recipe sheet
Using the oven	Using the oven (focus – oven)	Recognise, name, and locate sections of the oven (focus – oven). Describe how to use the hob safely. (dem. Toastie).	Support – name the sections of the oven and list safety rules. Challenge – describe the uses of the sections of the oven and explain the safety rules.	WS – oven. Ingredients for fork biscuits.



		Recall the sections of the Eatwell plate and name foods found in them (focus Cereal and foods high in fat and sugar)		
	Practical - fork biscuits	Prepare and cook a batch of biscuits, practising the skills of portioning/dividing and shaping. Demonstrate the safe use of the oven. Apply the principles of food safety and hygiene when cooking.	<p>Support - Do any pupils need:</p> <ul style="list-style-type: none"> • assistance with their practical work, e.g., using the oven? • ready lined baking tins or shallow foil trays? • assistance with dividing mixture? • less ingredients in their recipe to make it manageable in the time? <p>Challenge - an extended range of ingredients to challenge their preparation skills?</p>	Picture recipe sheet
Food safety High risk foods	Food safety – high risk foods.	Explore beans, pulses, fish, eggs and meat and their role in a balanced diet. Consider food choices and the reasons for them. Focus on choices available for vegetarians and how their dietary needs can be met. Identify the principles of food safety and hygiene when preparing and cooking high risk foods.	<p>Support - Identify some factors that can affect food choice. Most pupils - Identify and explain a range of factors that can affect food choice. Challenge - Identify, explain, and summarise the factors that affect food choice</p>	Ingredients for frittata.
	Practical: Frittata	Demonstrate and prepare a dish containing eggs (choice of fillings) Apply the principles of food safety and hygiene when preparing and cooking high risk foods.	<p>Support - Do any pupils need:</p> <p>assistance with their practical work, e.g., using the oven?</p> <p>ready lined baking tins or shallow foil trays?</p> <p>ingredients partly pre-prepared, e.g., grated cheese?</p> <p>less ingredients in their recipe to make it manageable in the time?</p> <p>Challenge - an extended range of ingredients to challenge their preparation skills?</p>	Picture recipe sheet



Assessment Feedback	Identify revision skills. Assess knowledge of healthy eating (Eatwell Plate), Chef hygiene and basic equipment.		Test paper
	Appraise and evaluate their knowledge of healthy eating, chef hygiene and basic equipment. Evaluate their practical cooking experience.	Support - recall what they have cooked and the main food skills they have demonstrated. Challenge - appraise and measure their success for the dishes they have cooked, noting main food skills and cooking techniques demonstrated. Pupils will also explain areas of improvement and how these will be met.	

Rotation 2 – Design and Make Bread Based Food Product

Theme	Key concepts	Learning outcomes	Differentiation	Resource
Introduction	Revisit rules of the room	Produce a task analysis on a given design brief. Identify areas that will support planning and organising.	Support – high light key words on printed sheet.	WS Design brief



	Introduce Challenge		Challenge – define key words and build question bank.	
Research	Provenance of Flour	Identify several types of grain, where they are grown and their main uses.	Support - Identify several types of grain and list their main uses. Challenge - Describe the steps used in processing wheat grain to flour, oats and barley to produce a variety of products.	The Grain game presentation. WS – wheat grain.
	Flour Production Nutrition – dietary fibre	Describe the steps used in processing wheat grain to flour. Identify sources of fibre in the diet and its importance in the diet.		
	How to make bread Research – bread tasting	Describe the functions of ingredients used in bread making. Identify varieties of bread and bread products available to the consumer.	Support - describe the functions of ingredients used in bread making; identify varieties of bread and pastry products available to the consumer. Challenge - explain the functions of ingredients used in bread making and the effect of adding other ingredients; identify, name and classify a wide variety of bread and pastry products available to the consumer.	Quick bread roll DEMO ingredients. Range of breads, tasting sheet, Word banks.



Assessment and recipe trialling	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 methods.	Recipe – Quick Bread rolls Observation sheet.
Research & Design	Generate ideas for a pizza with consideration of the consumer (questionnaire) Pizza Design	Investigate consumer preferences for pizza. Produce a product specification for their pizza design. (write/draw)	Support – Templates of questions and tables to aid layout. 3 variables *Challenge – Use up to 7 variables. Challenge – relate ideas to specification/analysis.	Question and table templates, plain paper.
	Recipe plan	Identify the key sections of a recipe. Produce a recipe for their own design.	Support – templates; picture/cut outs. Challenge – identify hygiene/quality points (annotate recipe)	
Practical	Pizza	Prepare and cook a recipe of their own design. Apply the principles of food H&S (knife and grater) when cooking.	Support - Do any students 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? Work with a partner? To follow a different recipe, to make the recipe easier? assistance using a grater or knife. to use pre-prepared topping or fillings? 	Recipe - pizza



			<ul style="list-style-type: none"> Monitoring with equipment e.g. oven or hob. to follow different recipes? <p>Challenge - by allowing them to modify the recipes with their own ingredients?</p>	
Evaluate	Evaluation of practical and bread-based product	Evaluate practical skills needed to prepare a pizza of their own design. Produce a product evaluation.	<p>Support – leading sentences. Star diagram template Word banks Challenge - relate to design spec.</p>	Evaluation sheet