

## KAT KEY STAGE OVERVIEW (Long Term Planning)

### Year 7 Food Technology

Key: **Recap/Retrieval**

**Rigour (Vocabulary/Disciplinary knowledge/Reading/Careers)**

**Cultural Capital/SMSC**

**Numeracy**

**Cross Curricular**

Term	Topic	Knowledge	Skills	Reading/wider reading
<b>Autumn T1</b>  <i>*Summative Assessment dates TBC</i>	Personal Hygiene	<ul style="list-style-type: none"> <li>● <b>Explain</b> why good personal hygiene and general cleanliness is important in the kitchen.</li> <li>● <b>Suggest</b> ways to keep self and the kitchen area hygienic.</li> <li>● <b>Evaluate</b> the consequences of poor personal hygiene (linked to bacterial growth).</li> </ul>	<b>Complex activity:</b> <b>Writing genre:</b> <b>Literacy</b> -Verbal communication to make educated points and form opinions -Use of key terms to create accurate sentences summarising the topic.	Academy of Nutrition and Dietetics Complete Food and Nutrition Guide, 5th Ed Book by Roberta Larson Duyff
	Teaching textiles			
	Health and safety	<ul style="list-style-type: none"> <li>● <b>Understand</b> and be able to explain why health and safety is important in the kitchen.</li> <li>● <b>Identify</b> hazards and risks in a kitchen environment.</li> <li>● <b>Evaluate</b> the consequences of poor health and safety and suggest ways to prevent accidents.</li> </ul> <p><b>RECAP</b></p>	Health and Safety As the lesson naturally is set up to be 'hazardous', ensure all students are fully aware they will come across hazards in the room. <b>Apply</b> common sense and limit risk by not creating unnecessarily dangerous hazards. <b>Numeracy -Organising data, students could prioritise risks using mathematical thinking</b>	
Teaching textiles				

	Food safety	<ul style="list-style-type: none"> <li>● <b>Identify</b> the ways ill health can be caused linked to food.</li> <li>● <b>Describe</b> common types of food poisoning.</li> <li>● <b>Describe</b> the symptoms of food induced ill health and how to prevent this from happening.</li> </ul>		
	Teaching textiles			
	Danger zone	<ul style="list-style-type: none"> <li>● <b>Accurately identify</b> critical temperatures linked to food poisoning bacteria, e.g. the 'Danger Zone'.</li> <li>● <b>Describe</b> how bacteria multiplies and identify high/low risk foods.</li> <li>● <b>Suggest</b> ways to store and prepare food safely to prevent bacterial growth.</li> <li>● <b>RECAE</b></li> </ul>	<b>Numeracy</b> -Multiplication of bacteria -Plotting data on graphs	
	Teaching textiles			
<b>Autumn T2</b>	Knives and Equipment	<ul style="list-style-type: none"> <li>● Be able to <b>identify</b> small scale kitchen equipment.</li> <li>● Be able to correctly match equipment to its job and give reasons why?</li> <li>● Be able to <b>demonstrate</b> how to use knives safely and show a range of chopping techniques.</li> </ul>	<b>Numeracy</b> -Division, portioning when slicing/dicing - Proportion	
	Teaching textiles			
	Fruit salad practical	<ul style="list-style-type: none"> <li>● Follow health and safety procedure at all times, <b>demonstrating</b> respect for self and others.</li> <li>● <b>Measuring</b> and <b>weighing</b> ingredients accurately.</li> <li>● Using <b>skills</b> and <b>techniques</b> effectively to produce a high quality outcome.</li> </ul>	<b>Cross curricular – science - Enzymic Browning</b> <b>Numeracy -Timing in experiment</b>	
	Teaching textiles			
	Fruit crumble practical	<ul style="list-style-type: none"> <li>● Be able to <b>measure</b> and <b>weigh</b> ingredients accurately.</li> <li>● Using skills and techniques effectively to produce a high quality outcome.</li> <li>● <b>RECAE</b></li> </ul>	<ul style="list-style-type: none"> <li>● Follow health and safety procedure at all times, demonstrating respect for self and others.</li> </ul>	
	Teaching textiles			
	<b>Autumn Assessment: test</b>	<ul style="list-style-type: none"> <li>● Test of knowledge learnt</li> </ul>		

Spring T1	Teaching textiles			
	Types of vegetables	<ul style="list-style-type: none"> <li>● <b>Know</b> and <b>understand</b> the value of different fruit and vegetables in the diet.</li> <li>● <b>Know</b> how to store, prepare and cook vegetables correctly to avoid food contamination and vitamin loss.</li> <li>● <b>Be able to</b> plan meals that incorporate a range of fruits and vegetables.</li> <li>● <b>Link prior knowledge of cross contamination to identify ways to store, prepare and cook vegetables safely.</b></li> </ul>	<b>Literacy</b> -Recall of key words in written tasks -Explanation using key words and technical language	
	Teaching textiles	●		
	Carbohydrates	<ul style="list-style-type: none"> <li>● <b>Understand</b> the role of carbohydrate in the diet.</li> <li>● <b>Be able to</b> distinguish between complex and simple carbohydrates</li> <li>● <b>Understand</b> which are healthier alternatives and suggest these in meal planning.</li> </ul> <b>RECAP</b>	Activity. Complete work sheet using knowledge share from Power Point.	
	Teaching textiles			
Spring T2	Vegetable risotto practical	<ul style="list-style-type: none"> <li>● Follow <b>health</b> and <b>safety</b> procedure at all times, demonstrating respect for self and others.</li> <li>● <b>Measuring</b> and <b>weighing</b> ingredients accurately.</li> <li>● Using <b>skills</b> and <b>techniques</b> effectively to produce a high quality outcome.</li> </ul>	<b>Numeracy</b> -Time management, using the clock -Working in grams, ml, kg (conversion to oz. more able) -Weighing and measuring -Working with temperature -Proportion of ingredients in recipes -Portioning dishes -Calculating dish cost and profit (extension)	
	Teaching textiles			
	Types of fish	<ul style="list-style-type: none"> <li>● <b>Identify</b> different types of fish and fish dishes.</li> <li>● <b>Explain</b> accurately the quality check points when purchasing fresh fish.</li> <li>● <b>Confidently describe</b> the safe storage, preparation and cooking of fish to prevent spoilage.</li> </ul>	How many other fish/fish dishes do you know? Why should we eat fish? Why shouldn't we eat fish (links to SMSC, vegan/vegetarianism/sustainability) dependent on group ability.	
	Teaching textiles			

	Vegetarian Fish Goujons	<ul style="list-style-type: none"> <li>Follow health and safety procedure at all times, <b>demonstrating</b> respect for self and others.</li> <li><b>Be able to</b> measure and weigh ingredients accurately.</li> <li>Using <b>skills</b> and <b>techniques</b> effectively to produce a high quality outcome.</li> <li><b>RECAP</b></li> </ul>		
	Teaching textiles			
<b>Summer T1</b>	<b>Assessment 2</b>	<ul style="list-style-type: none"> <li></li> </ul>		
	Teaching textiles			
	Fats and oils	<ul style="list-style-type: none"> <li><b>Understand</b> the role of fats in the diet</li> <li><b>Be able to understand</b> and <b>distinguish</b> between saturated and unsaturated fats</li> </ul>	<ul style="list-style-type: none"> <li><b>Discuss</b> the health implications of a high fat diet.</li> </ul>	
	Teaching textiles		<b>Science - Emulsification</b>	
	Mayonnaise practical	<ul style="list-style-type: none"> <li>Follow health and safety procedure at all times, <b>demonstrating</b> respect for self and others.</li> <li><b>Measuring</b> and <b>weighing</b> ingredients accurately.</li> <li>Using <b>skills</b> and <b>techniques</b> effectively to produce a high quality outcome.</li> </ul> <p><b>RECAP</b></p> <ul style="list-style-type: none"> <li><b>Understand</b> the scientific process of making butter.</li> <li><b>Understand</b> and be able to <b>explain</b> how cream changes state to make butter.</li> </ul>	<p><b>Numeracy</b></p> <p>Time management, using the clock</p> <ul style="list-style-type: none"> <li>-Working in grams, ml, kg (conversion to oz. more able)</li> <li>-Weighing and measuring</li> <li>-Working with temperature</li> <li>-Proportion of ingredients in recipes</li> <li>-Portioning dishes</li> <li>-Calculating dish cost and profit (extension)</li> </ul>	
	Teaching textiles			
<b>Summer T2</b>	Making butter	<ul style="list-style-type: none"> <li>Evaluate outcomes by taste testing and conducting sensory analysis of product.</li> </ul>	<b>Science – Process of making butter</b>	
	Teaching textiles	<ul style="list-style-type: none"> <li>Be able to <b>identify</b> food sources of dietary fibre.</li> <li>Be able to <b>explain</b> fully the role of fibre in a healthy diet.</li> <li>Be able to <b>suggest</b> ways to include more dietary fibre in my diet.</li> </ul> <p><b>RECAP</b></p>		



	Fibre.		<b>Numeracy</b> -Timings of tasks, using time management wisely -Reference Intake (NHS guidelines)	
	Teaching textiles			
	Sweetcorn fritter practical	<ul style="list-style-type: none"> <li>• Follow health and safety procedure at all times, demonstrating respect for self and others.</li> <li>• Measuring and weighing ingredients accurately.</li> <li>• Using skills and techniques effectively to produce a high quality outcome.</li> </ul>		
	Teaching textiles			
	<b><u>Summer Assessment:</u></b>			
	Teaching textiles			