

Subject: Food Technology

Year group: 7

Week beginning	Subject Topic	Key Learning points/big questions	Independent/Home learning	Key Vocab	Linked Assessment	Resources
1 13/9	Working in a food classroom Weighing and Measuring	<p>Introduction to the subject.</p> <p>Rules and routines during Food lessons.</p> <p>What do students already know?</p> <p>What does a practical lesson look like?</p> <p>How do we safely work in a food practical room?</p> <p>Accurate weighing and measuring of solids and liquids.</p> <p>Use of grams and millilitres.</p> <p>Use of weighing scales, measuring jug and measuring spoons.</p> <p>What unit of measurement is used to measure solids and liquids?</p> <p>What equipment is used to measure solids and liquids?</p> <p>How can we ensure accurate measuring?</p> <p>What can happen if we do not measure ingredients accurately?</p>	<p>Practice weighing and measuring solids and liquids accurately.</p> <p>Choose 5 pieces of basic kitchen equipment and explain why and when each one would be used.</p> <p>Use images to illustrate your work.</p>	<p>Grams</p> <p>Millilitres</p> <p>Accuracy</p>	<p>LSTs</p> <p>End of unit assessment and booklet</p> <p>https://eggbuckland.sharepoint.com/:p:/g/Technology/EWBTN0JSjSZBkM0vTY58BVcB9ChpcHDOwqTDIPf7F1BIVw?e=vPELJQ</p>	<p>https://eggbuckland.sharepoint.com/:p:/g/Technology/EWBTN0JSjSZBkM0vTY58BVcB9ChpcHDOwqTDIPf7F1BIVw?e=vPELJQ</p>
2 20/9	Food Safety and Hygiene	<p>How do we cook safely and hygienically?</p> <p>How do we ensure the food we cook is safe to eat?</p> <p>Why can it be dangerous to store some foods at a warm temperature?</p> <p>How do we store food safely?</p> <p>What are the 4c's? – Cooking, Cleaning, Chilling, Cross-contamination.</p> <p>Dirty sandwich demonstration – teacher to demonstrate how to make a sandwich but deliberately incorporating food hygiene errors – students to identify errors and discuss ways the hazards can be overcome.</p>	<p>Watch a cooking show and record all of the good and bad health, safety and hygiene points that you see.</p>	<p>High risk foods</p> <p>Food poisoning</p> <p>Bacteria</p> <p>Food spoilage</p> <p>Cross contamination.</p>		

		To identify what had been done incorrectly. How would they do it better? Why is it important to make sure that food is safe to eat?				
3 27/9	Cooker safety	Name the different parts of the cooker What foods are cooked in what sections of the cooker? Understand the different cooking methods – boiling, simmering, oven baking, grilling, frying. How do you use the cooker safely? What safety precautions do you need to take? Students put knowledge into practice by making popcorn in teams. Getting ready for practical lesson, weighing and measuring, team work, use of cooker – hob and washing up procedures.	Produce an instruction sheet to explain to somebody else how to use the cooker, hob and grill safely.	Boiling Simmering Grilling Frying Baking		
4 27/9	Knife skills Fruit Fusion	How do you handle a sharp knife safely? Bridge and claw grip What rules need to be followed when using a sharp knife? Understand why fruit is an important food to consume within our diet. Be able to name some different categories of fruit – berries, citrus fruit, What does seasonal mean? What are the benefits of eating seasonably?	Create a seasonal calendar including your favourite fruits and vegetables for each season.	Bridge and claw grip Dice Slice Enzymic browning Seasonal		
5 4/10	The Eatwell Guide Cous cous salad	Demonstration: Understand the term ‘balanced diet’ Understand how to adapt the recipe to meet Different needs. Learn the basic functions of the different nutrients. Practical: Be able to demonstrate accurate measuring of a liquid	Complete the deliberate practice questions based on the learning from the demonstration. Independent practical work.	Couscous Carbohydrate Nutrients, Dissolve		

		Be able to slice and dice ingredients accurately Work independently using the recipe				
6 11/10	Nutrition Smoothie	Demonstration: Understand the term 'balanced diet' Understand how to adapt the recipe to meet different needs. Learn the basic functions of the different nutrients. Practical: Be able to demonstrate accurate measuring of a liquid Be able to slice and dice ingredients accurately Work independently using the recipe	Produce a comic strip to with smoothie method to include health and safety advice.	Blend Sieve Protein Carbohydrate Fat		
7 18/10	Revision and Assessment	Students to complete 6 week assessment and ensure booklet one is complete with self assessment.	Use knowledge organiser to revise content in preparation for the assessment. Complete assessment and assessment booklet.			
8 1/11	Energy balance Scones	Demonstration: Understand the process for making scones Describe the key process steps i.e 'rubbing in' Explain the function of the ingredients within scones. Practical: Be able to carry out the rubbing in method accurately. Be able to form the dough and cut it out with a scone cutter.	Discuss rubbing in method, forming dough, rolling and shaping. Safe use of graters and cooker. Complete the demonstration sheet during the demonstration. Complete the scone zone questions using the information sheet Independent practical scone making.	Rubbing In Kneading Glazing	https://eggbuckland.sharepoint.com/:u/g/Technology/EXxf-RdzvfNOjC3QSVZYJ58BEILOG0y36Dd6QMngHVU204w?e=OfOMkg	https://eggbuckland.sharepoint.com/:p/g/Technology/EempxFilZ6RNiKcggpL0mG0BpaKGIkaXe3HghjBxVslnTA?e=df9Tlx

		Adapt the recipe by adding further flavourings and make best use of the dough when positioning the scone cutter				
9 8/11	Scone based pizza	<p>Demonstration: Understand the process of ‘rubbing in’</p> <p>Describe the function of the ingredients</p> <p>Be able to carry out the rubbing in method accurately.</p> <p>Practical: Form the pizza base dough and shape it accurately.</p> <p>Prepare the toppings competently to produce an attractive looking pizza</p>	<p>Discuss Rubbing in method, forming dough, rolling and shaping. Expanding on pupils previous knowledge of producing the scones. Toppings – appearance, colour, texture, how to prepare – safe use of knives, graters and cooker.</p> <p>Complete a design for the scone based pizza. On the design students should highlight the functions of the ingredients.</p>	Rubbing in Grate Dough		
10 15/11	Simple and complex carbohydrates Granola bars	<p>Demonstration: Understand melting method</p> <p>Describe the function of the ingredients</p> <p>Discuss how the recipe can be adapted to suit individual requirements</p> <p>Practical: Carry out the melting method accurately.</p> <p>Be able to confidently use the hob</p>	<p>Produce a mindmap showing how the granola bar recipe can be adapted to incorporated different ingredients.</p> <p>How could you lower the sugar content? How could you decrease the fat content? How can you change the flavour of the granola bar?</p>	Simple Carbohydrate Complex Carbohydrate		
11 22/11	Sugar Re think your drink	How much sugar is hidden in the drinks you consume?	Design a PowerPoint, poster, poem or song to encourage	Decay Calories Energy		

		<p>What nutrients does sugar provide us with?</p> <p>What effects does too much sugar in our diet have on our health?</p> <p>How can we reduce the amount of sugar we consume?</p> <p>How much sugar is found in the drinks you consume?</p>	<p>people to reduce the amount of sugar in their diet</p>			
<p>12 29/11</p>	<p>Spaghetti Bolognese</p>	<p>Demonstrate how to produce spaghetti Bolognese.</p> <p>Knife skills – dicing onion.</p> <p>Adapting the recipe using different protein sources and vegetables. Could be adapted into a Chilli, lasagne or tacos.</p> <p>Safe handling of high risk foods – minced beef.</p> <p>Students demonstrating safe handling and preparation of high risk foods.</p> <p>Students working independently and as part of a team.</p> <p>Students demonstrating confident knife skills.</p>	<p>How can the spaghetti Bolognese recipe be adapted into different dishes?</p> <p>Create an information sheet advising a trainee food handler how to safely store and handle raw meat.</p>	<p>High risk foods</p> <p>Minced</p> <p>Translucent</p> <p>Lean</p>		
<p>13 29/11</p>	<p>Rock buns</p>	<p>Demonstration</p> <p>Understand the process of ‘rubbing in’</p> <p>Understand how to adapt the recipe</p> <p>Explain the function of the ingredients</p> <p>Practical:</p> <p>Demonstrate an understanding of the ‘rubbing in’ method</p>	<p>Complete the energy balance question sheet from the KS3 text book. Page 19.</p>	<p>Energy balance</p> <p>Basal metabolic rate</p> <p>Kilocalories</p>		

		Work independently to produce a batch of rock buns				
14 6/12	Christmas practical - Gingerbread	To understand the melting method. Be able to roll and cut out biscuit dough Be able to accurately pipe	Practical task	Melting Piping		
15 13/12	Revision and Assessment	Students to complete 6 week assessment and ensure booklet two is complete with self assessment.	Use knowledge organiser to revise content in preparation for the assessment. Complete assessment and assessment booklet.			
16 3/1	Fairtrade	What does the term Fairtrade mean? Why should we consider purchasing Fairtrade products? Why is it important? What products are Fairtrade? How can we persuade others to purchase Fairtrade products?	Carry out some primary research into Fairtrade. What Fairtrade foods are available? Why should we support Fairtrade? Who does Fairtrade support?	Fairtrade Premium		
17 10/1	Carrot cake	Understand how to use the melting method to produce the carrot cake. Consider how the recipe could be adapted to incorporate other fruits and vegetables. Understand the role flour, sugar, butter, eggs and fruits and vegetables play in cake making.		Grating Creaming Caramelisation		

<p>18 17/1</p>	<p>Eggs Assessment</p>	<p>Be able to identify different types of eggs, uses in cooking, cooking methods and nutritional value.</p> <p>Students to complete final assessment and ensure booklet three is complete with self-assessment.</p>	<p>Use knowledge organiser to revise content in preparation for the assessment. Complete assessment and assessment booklet.</p>	<p>Boiling Simmering Coagulation Binding Whisk</p>		
<p>End of rotation</p>						