

	Year 7	Year 8																	
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>Arriving from Primary School students have very little experience of Food Tech. They have mixed products in a bowl and perhaps shaped products but have little experience of the cooker, knives or equipment.</p> <p>By cooking basic items, they gain experience of the names of the different parts of the cooker and temperature control. They learn to identify the correct names of equipment and learn about health and safety and food hygiene and why we need to use these essential elements of cooking to cook safely. Students learn about The Eatwell Guide and discover about foods that are in each different section.</p> <p>Theory:</p> <table border="0"> <tr> <td>Hygiene</td> <td>The Eatwell Guide</td> </tr> <tr> <td>Health and Safety</td> <td>Washing Up</td> </tr> <tr> <td>Equipment</td> <td>Health and safety</td> </tr> </table> <p>Practical:</p> <p>Products made underpin skills in action. A range of products are made that are easy for students to make at home on their own. Students learn to use the hob and the oven and combine foods that make a snack.</p> <p>Students learn cutting skills and the rubbing in method and have to control the amount of liquid used in order to form a dough. They also have a first experience of multi-tasking as they cook on the hob and also cut up vegetables.</p> <p>(Curriculum changes occur during Yr 11 Practical Exam week)</p> <p>Links to National Curriculum:</p> <ul style="list-style-type: none"> • Understand and apply the principles of nutrition and health • Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • Become competent in a range of cooking techniques: • Selecting and preparing ingredients; • Using utensils • Using electrical equipment; • Applying heat in different ways; • Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients 	Hygiene	The Eatwell Guide	Health and Safety	Washing Up	Equipment	Health and safety	<p>Year 8 builds on information learnt in Year 7. High Risk foods is a further development of Health and Safety and Hygiene leading to information on what high risk foods are and how to store them. Students learn in more detail about the sections of The Eatwell Guide looking in more detail at carbohydrates, protein and fruit and vegetables. Using video clips and question sheets the students are able to gain information that further builds on their Yr 7 experience.</p> <p>Theory:</p> <p>The 4C's of Good Hygiene High Risk Foods Carbohydrates Protein Fruit and vegetables</p> <p>Practical:</p> <p>Students make products that link to the section of The Eatwell Guide that they are learning about eg: carbohydrates and bread. Skills learnt include kneading, mixing, choosing their own ingredients and making decisions about what ingredients work together and are appropriate for a certain product. Students are encouraged to make the products in school and at home.</p> <p>(Curriculum changes during Yr 11 Practical Exam week)</p> <p>Links to National Curriculum:</p> <ul style="list-style-type: none"> • Understand and apply the principles of nutrition and health • Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet • Become competent in a range of cooking techniques: • Selecting and preparing ingredients; • Using utensils • Using electrical equipment; • Applying heat in different ways; • Using awareness of taste, texture and smell to decide how to season dishes and combine ingredients 											
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Skills- What will be developed?	<p>Students learn the basics from washing their hands before they start cooking to collecting a dish cloth, tea towel and hand towel to learning how to set the temperature on the oven. The basics of hygiene, health and safety and routine are very important and this 10 week rotation is all about starting as we mean to go on.</p> <table border="0"> <tr> <td>Using the Hob</td> <td>Claw Cut</td> <td>Melting</td> </tr> <tr> <td>Using the oven</td> <td>Bridge Cut</td> <td>Grating</td> </tr> <tr> <td>Temperature control</td> <td>Rubbing in Method</td> <td>Washing Up</td> </tr> </table> <p>Weighing and measuring Independent learning skills in practical lessons.</p>	Using the Hob	Claw Cut	Melting	Using the oven	Bridge Cut	Grating	Temperature control	Rubbing in Method	Washing Up	<p>Hygiene, Health and safety and routine are once again embedded in the curriculum along with cooking skills that will enable students to cook independently at home. Students are encouraged to bring ingredients that they are happy to eat and incorporate these in their products so that they are having to think about how they can adapt a recipe, "I don't like banana!" can be translated back into what fruit could go in your muffins! The same with pizza toppings, students are encouraged to bring 3 toppings of their own choice. This enables students to begin to make decisions about the food they are making and eating and in so doing personal choice and individuality are being exercised.</p> <table border="0"> <tr> <td>Kneading</td> <td>Mixing</td> </tr> <tr> <td>Proving</td> <td>Filling</td> </tr> <tr> <td>Shaping</td> <td>Boiling</td> </tr> <tr> <td>Cutting</td> <td>Weighing and measuring</td> </tr> </table>	Kneading	Mixing	Proving	Filling	Shaping	Boiling	Cutting	Weighing and measuring
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		Independent learning skills in practical lessons. (Please note that Yr 8's may be following a different practical programme due to the following: Time limit of 1 hour practical lessons and Cover teachers timetabled to teach. In view of this students will learn some but not all of the above skills and we will substitute products in order to cover as many skills as possible in the limited time.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Students are questioned to determine knowledge from Primary School. Students are questioned to tease out answers and develop independent learning skills. Balanced diet and how to achieve following the Eatwell Guide on a daily basis and understand and apply the principles of nutrition and health	Students are questioned to tease out answers and develop independent learning skills. Balanced diet and how to achieve eating the Eatwell Guide on a daily basis and understand and apply the principles of nutrition and health. In practical lessons if a product is not going to plan then rather than the teacher taking over and "fixing" the problem a discussion can take place to determine what went wrong and to see if the student can come up with the answer as to what the product needs to turn it around to become successful.
SEND - how will support be seen? Seating plans? Simplified questions?	Instructions written on work surface to give a step-by-step guide of what to do. Simon Says in practical lessons. Questions suited to ability.	Instructions written on work surface to give a step-by-step guide of what to do. Simon Says in practical lessons. Questions suited to ability.
Assessment - What? Why?	Start of Unit test to determine knowledge from Primary School. End of Unit test to see the learning journey the student has embarked on and to determine progress. Practical assessment: cooking. Students are observed when cooking and assessed on their ability in the following areas: Hygiene and health and safety and practical skills. Quality of written work is also assessed.	Start of Unit test to determine knowledge at a starting point. End of Unit test to determine progress made across the learning journey. Practical assessment: cooking, Hygiene and health and safety are once again assessed with an emphasis on more independent ability and being able to think about how to fix an issue or overcome an issue. This can be achieved by questioning in both practical and theory lessons, where the student is able to come to an answer rather than it be given to them straight away. Quality of written work is also assessed.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of products at the start of practical lessons. Power Points with specific instructions: techniques/skills End of unit test	Modelling of products at the start of practical lessons. Power Points with specific instructions: techniques/skills End of unit test
Literacy - reading, extended accurate writing and oracy opportunities	Reading and writing in the workbook Watching information video clips of skills and information	Reading and writing in the workbook Watching information video clips of skills and information
Numeracy /computing skills	Weighing Measuring Setting temperature	Weighing Measuring Setting temperature
Character development	Health eating for teenagers: eating a balanced diet. Independence in the kitchen Working in groups: washing up Hygiene Health and safety	Health eating for teenagers: eating a balanced diet Independence in the kitchen. Working in groups: washing up Hygiene Health and safety
Equality /Diversity opportunities	Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students. Students cook a range of foods that are traditionally from the UK including Cheese scones and Flapjacks along with "new world" recipes including pasta salad and wrap hack. Students work as teams during practical lessons to wash up, dry up and clean work areas. Global majority is supported within the work book. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who	Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning accessible to all students. Students explore a staple food in the form of making bread and they make breakfast muffins. They also make world foods relating to Italian cuisine in the form of a pasta dish and pizza. Students work as teams during practical lessons to wash up, dry up and clean work areas. Global majority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the workbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget

	<p>forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p> <p>Students wash up in pairs and have to be mindful of each other's task. Gender and cultural differences do not play a role in this subject with all students expected to complete all tasks including washing up and drying up.</p>	<p>ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p> <p>Pizza: Multi cultural with links to History and language. History of Pizza explored.</p> <p>Students wash up in pairs and have to be mindful of each other's task. Gender and cultural differences do not play a role in this subject with all students expected to complete all tasks including washing up and drying up.</p>
Homework/Independent learning	<p>Ingredients are put onto satchel Washing up practice</p>	<p>Ingredients are put onto satchel</p>
CIAG coverage/links	<p>Links are made to professional cooking as a career, food technologists, industry and cafés.</p>	<p>Links are made to professional cooking as a career, food technologists, industry and café's.</p>