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| **Subject Food Preparation, Cooking and Nutrition - Year 8 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT** | **Title Food Preparation, Cooking and Nutrition- Making the right choices** | | | | | **Number of lessons in sequence** | **12** |
| **Overarching Curricular Goals (Aims)** (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.) | | **By the end of this unit students will:**  Have furthered their practical cookery experience through using a range of skills and ingredients to build their repertoire of dishes. Students will look at the factors that will help them make healthy dietary choices. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.  Food Preparation, cooking and Nutrition does not explicitly feature on KS2 DT curriculum. The experience of students is often varied at the start of KS3 | | |
| **Outcomes/**  **Success Criteria** | | **Knowledge Learners will:**  **Develop knowledge of the ways food can be contaminated and how to prevent this to avoid food poisoning. Learners will explore the source and function of macro and micronutrients in the diet. Students will learn how to read a food label to benefit their health and wellbeing. Students will develop their understanding of dietary allergies and intolerances.**    **Skills: Learners will:**  Develop skills in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipe | |
| **2/3 tier vocabulary.** | | **Differentiation/Scaffolding/Support.** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| See key vocabulary list  Also see the wide range of sensory vocabulary that students engage with every lesson, in the booklet and on the knowledge organizer    **Oracy:**  Also Add hyperlink to KO | | **Knowledge Support:** Commonly identified difficulties support students to correctly identify names of equipment and techniques. Consistent use of Knowledge Organiser will assist with this. Support students to choose the correct vocabulary when describing and evaluating their work. Use of dual coding for recipes helps to support students with EAL or SEN.  **Reading support**: Use of dual coding supports EAL or SEN students. Consistent use of Knowledge Organiser and regular low stakes quizzes to enable students to build and recognise technical vocabulary when reading.  **Skills support:** Demonstrations of practical skills are a regular occurrence. Spot dems when teacher identifies a misconception or common mistake amongst pupils. Dual coding of recipes also supports skills. The Food Technician regularly provides intervention to LAB students or those struggling with a particular technique or skill | Stretch and Challenge: Extension activities in the booklet allow for stretch and challenge of the more able students. In practical lessons, there are opportunities for students to adapt recipes. Students who are more able can be given a recipe and challenged to work independently or to assist others.  Enrichment: Opportunities for students to become involved with food related initiatives, such as Refugee Week, Healthy Eating Week, and charity bake sales. Opportunity to attend cookery club  Home Learning: Homework tasks set regularly as well as an ‘extra’ optional challenge which is is related to the development of practical skills. | **Wider Reading: There are a wide range of cookery books in the department and some lesson activities focus upon these. The school library is also another good source for cookery literature.**  **Watching: There are a wide range of TV cookery and food related programmes. Students are regularly updated about these and some clips feature into lessons**  **GastroLab ‘ The science behind food’**  [**https://www.bbc.co.uk/programmes/p02gdbmp**](https://www.bbc.co.uk/programmes/p02gdbmp)  **Jamie Oliver’s Home Cooking Skills Youtube Channel**  [**https://www.youtube.com/watch?v=IA8IW5abQTg**](https://www.youtube.com/watch?v=IA8IW5abQTg)  **Diet and Health**  **www.foodafactoflife.co.uk** | | | |

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| Lesson Number | Sequence of learning  Lesson title, theme, big question. | Key concepts/outcomes/knowledge and skills. | Assessment/ including specific content/ knowledge/skills tested | Homework | Key Vocabulary | Furthering Cultural Capital | Recall of prior or future topics | Resources |
|  | Food Safety | The principles of food safety – cross contamination, cooking, chilling and cleaning. | Ask students to consider ways to keep food safe to eat. Show students the Bacteria Bites clip and ask them to write down ways the 4 ‘C’s can be adhered to. Its students information about the main causes of bacteria. Demonstrate the ‘dirty sandwich ‘activity. Students write down what has been done wrong and what should have been done. Students complete the knowledge check questions. Extension task: Create a time plan including health and safety points for a recipe | Mild: Write a list of rules that could be displayed in your home informing everybody of the ways to prevent food poisoning  Extra Hot Challenge: Create an information leaflet or PPT presentation on ways to prevent food poisoning in your home | Cross contamination  Food safety  Bacteria  Pests | 1913, refrigerators for home use were invented. In 1923 Frigidaire introduced the first self-contained unit. The introduction of Freon in the 1920s expanded the refrigerator market during the 1930s | Students recall information about food safety but they learn in year 7. | [Bacteria Bites Clip](https://www.youtube.com/watch?v=nkVY08aqC28) |
|  | Focussed Practical Task: Kofte | Weighing and measuring, prepare a range of ingredients for fillings, e.g. peeling; handle ingredients safely, e.g. meat and fish preparation; combine ingredients uniformly to the correct consistency; use a food processor to prepare ingredients; shape and form ingredients; use the oven or grill safely | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Consistency  Combining  Kofte | The most likely candidate for the original meatball seems to be kofta,a dish of minced or ground beef, chicken, pork, or lamb, mixed with rice, bulgur, or mashed lentils. Now typically fashioned into cigar-sized cylinders, kofta seems to have originated with the Persians, who passed it to the Arabs. According to The Oxford Companion to Food,kofta appears in some of the earliest Arabic cookbooks, where it consisted of ground lamb rolled into orange-sized balls and glazed with egg yolk and saffron. They likely traveled from the Arab world along trade routes to Greece, North Africa, and Spain. | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | Macronutrients | The principles of nutrition – Focus on fat, protein and carbohydrate and the source and function in the diet | Show students a variety of foods and functions of these foods and ask them to link them up correctly. Introduce the topic and explain what macronutrients are. Give students information about the source and function of fat, carbohydrates, and protein. Students complete the table to show their understanding. Our students to complete the multiple-choice quiz and then design a pasta salad containing food for all of the macro nutrients which they will be making next lesson. Extension task: sketch a cross-section of the pasta salad design. | Homework 2  Mild:: Using the sheet provided, keep a record of what you eat in a day. Annotate your food diary to show the macronutrients that you have eaten  Extra Hot Challenge: As well as the sheet provided, interview a family member about their diet. Write them a letter congratulating them on a healthy diet or advising them on how to improve it! | Macronutrient  Starch  Carbohydrates  Fat  Protein |  | Students recall learning from year seven based around the Eatwell guide and the different food groups. Students record new learning through the use of knowledge check questions and quiz |  |
|  | Focussed Practical Task: Pasta Salad | Weighing and measuring, Knife skills  Ingredient preparation, including meat, fish or alternatives, Use of the hob (cooking pasta, potato, rice), Make a simple dressing (optional), Combining, layering, presenting | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Simmering  Boiling  Colander | **Pasta** is made from unleavened dough consisting of ground durum wheat and water or eggs. ... While we do think of **pasta** as a culturally Italian food, it is likely the descendent of ancient Asian noodles. A common belief about **pasta** is that it was brought to Italy from China by Marco Polo during the 13th century | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | Micronutrients | The principles of nutrition – Focus on vitamins and minerals and the source and function in the diet | Show students a picture of a healthy smile, a glass of milk and spinach leaves. Ask them to see if they can make a connection between list three things. Show students the BBC Gastro lab video ‘the science behind vitamins and minerals’. Then students complete the task in the book where they annotate a picture of the human body with the function of the vitamins and minerals using the information sheets they will be provided with. Students then complete the table to show the function of the vitamins and minerals using the information sheet and the class cookery books to find a recipe that contains foods that are source of those vitamins and minerals. Extension task: students make flashcards to help them memorise the source and function of the vitamins and minerals they have learnt about today. | Homework 3  Mild:: Use the sheet provided to learn the function of the vitamins and minerals, ready for a quiz next lesson  Extra Hot Challenge: As well as learning the function of the vitamins and minerals, use [www.foodafactoflife.com](http://www.foodafactoflife.com/) to create a factsheet on even more! | Micronutrient  Vitamin  Iron  Calcium | In 1912, Casimir Funk originally coined the term "vitamine". The major period of **discovery**began in the early nineteenth century and ended at the mid-twentieth century. The puzzle of each **vitamin** was solved through the work and contributions of epidemiologists, physicians, physiologists, and chemists. | Students recall learning from year seven on commodities and the Eatwell guide. Students are encouraged to recall new learning through the completion of the activities and knowledge questions. Extension activities designed to promote vehicle through the use flashcards to learn the source of the function of the different vitamins and minerals |  |
|  | Focussed Practical Task: Apple Crumble | Weighing and measuring, Rubbing-in, Preparation of fillings, e.g. peeling, slicing, Layering ingredients, Using the oven (baking | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Rubbing in method  Gluten  Fat | Apple Crumble is known to have originated in Britain during World War II. The history says that, the Apple Crumble recipes were invented to replace the more extravagant apple pie recipes. | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | What’s on a food label | Making the right choices – Understanding the mandatory information on a food label and the reasons why you might need to know that information | Ask students to identify the information they might find on a packet of crisps. Introduce the topic and show students the BBC teach food labelling clip. Give students a example of a food label which they stick into their booklet and then annotate to show where each piece of mandatory information is located. Students then complete the task to show their understanding of the reasons why this information is needed on a food label. Extension task: students create their own food label for one of the dishes they have made in school so far. | Homework 4  Mild: Complete the worksheet about food labelling. Use your knowledge organiser to help you.  Extra Hot: As well as completing the sheet, create a food label for one of the meals you eat between now and next lesson | Mandatory  Declaration | Originally, food labelling emerged as a safety precaution for consumers due to foodborne illness outbreaks in the 1850'  It has developed over the years to include nutritional information | Students recall learning from their graphic design project last year where they investigated the mandatory information on packaging. Students in courage to recall new learning through to completion of the activities and the quiz. | [Food Labelling clip](https://www.youtube.com/watch?v=OZOIEYQ0axo) |
|  | Mac n Cheese | Weighing and measuring, Use of the hob (boiling, simmering), Preparation of other ingredients, e.g. grating, Making a roux sauce, Cooking pasta (and draining), Combining sauce and pasta, Gratiné (use of grill or oven) | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Roux  Boiling  Simmering | Pasta and cheese casseroles were recorded in the 14th century in the Italian cookbook, [*Liber de Coquina*](https://en.wikipedia.org/wiki/Liber_de_Coquina), which featured a dish of Parmesan and pasta. A cheese and pasta casserole known as *makerouns* was recorded in the 14th-century medieval English cookbook, the *[Forme of Cury](https://en.wikipedia.org/wiki/Forme_of_Cury" \o "Forme of Cury)*.[[6]](https://en.wikipedia.org/wiki/Macaroni_and_cheese#cite_note-6) It was made with fresh, hand-cut pasta which was sandwiched between a mixture of melted butter and cheese. The recipe given (in [Middle English](https://en.wikipedia.org/wiki/Middle_English)) was:  Take and make a thynne foyle of dowh. and kerve it on pieces, and cast hem on boiling water & seeþ it well. take cheese and grate it and butter cast bynethen and above as losyns. and serue forth.  This is the above recipe in modern English:  Make a thin foil [sheet] of dough and carve [cut] it in pieces. Cast [place] them in boiling water and seethe [boil] them well. take cheese and grate it and add it and cast [place] butter beneath and above as with losyns [a dish similar to [lasagne](https://en.wikipedia.org/wiki/Lasagne)], and serve forth [serve].[[7]](https://en.wikipedia.org/wiki/Macaroni_and_cheese#cite_note-7) | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | Traffic Light a  Labelling | Making the right choices – Understanding what a traffic light label is and how to read it to help you make healthy choices | Ask students to recall the information that was needed on a food label from last lesson. Introduce the topic and show students the British nutrition foundation clip about the traffic light labelling. Students annotate the picture of the traffic like label in the book to show their understanding of what each section means. Give students a selection of food. They identify the traffic like label on the packaging and .annotate their work accordingly. They then explain their reasoning for whether the food is a healthy choice or not. |  | Traffic light label  Saturated fat  Unsaturated fat | The traffic light label was introduced in 2014, as part of an initiative by the government to improve public health. It was designed to give consumers an immediate idea as to whether something is: healthy (green or low) or not (red or high) in terms of fat, sugar or salt. | Students recall learning from previous lesson about the mandatory information and labels. Students are encouraged to recall new learning through the activities in the booklet | [Traffic Light Label Clip](https://www.youtube.com/watch?v=NFkrHKtUCz4) |
|  | Focussed Practical Task: Rock Cakes | Weighing and measuring, Preparation of fillings, e.g. cutting, grating, Rubbing-in, Forming a dough, Shaping and cutting, Using the oven (baking | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Rubbing in method  Gluten  Fat | **Rock cakes** originated from Great Britain, where they are still found on the table at teatime in many homes in England. ... The Ministry of Food promoted them during World War Two, due to the fact they required fewer eggs and less sugar than many **cakes**, which made them very easy to make during the period of rationing | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | Allergens | Making the right choices – Focus on coeliac disease and lactose intolerance. Understanding the symptoms of these allergies and intolerances and alternative products available if you suffer from them. | Give students the article about Food allergies and ask them to highlight or underline any information about the foods that cause allergies and the symptoms that they may cause. Discuss this with the students and find out any of their own experiences with allergies. Then show students the clip about living with an allergy. Phone students about the foods that are common allergens and asked them to identify these on the packaging of the food on the table and record them in their booklet. Students then carry out a sensory analysis test (paired comparison) of lactose and gluten free food is compared to regular products. Students record their findings in their booklet. Students complete the knowledge check questions. Extension task: use the Internet to research more alternative products if you suffer from a certain allergy and create a PowerPoint presentation | Homework 5  Mild: Complete the worksheet about food labelling. Use your knowledge organiser to help you.  Extra Hot: As well as completing the sheet, create a food label for one of the meals you eat between now and next lesson | Allergen  Intolerance  Lactose intolerance  Coeliac disease | Hippocrates is often credited with first recognizing that food could be responsible for adverse symptoms and even death in some individuals | Students recall learning about the mandatory information on packaging. Students are encouraged to recall new learning through the tasks in the booklet. | [Living with an allergy clip](https://www.youtube.com/watch?v=NFkrHKtUCz4) |
|  | End of Unit Test |  |  |  |  |  |  |  |