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| **Subject Food Preparation, Cooking and Nutrition - Year 7 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT** | **Title : Introduction to Food Preparation, Cooking and Nutrition** | | | | | **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 had an introduction to the principles of nutrition, healthy eating and food preparation and cooking. By the end of Year, students should have knowledge of a variety of different ingredients, equipment and cookery methods and be able to prepare and cook a range of predominantly savoury and healthy dishes. | | **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:**  Begin to develop a knowledge of commodities, equipment, cooking techniques and healthy eating  **Skills: Learners will:**  Begin to become competent 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.** | | | |
| Uniformity, absorption, carbohydrate, protein, saturated fat, unsaturated fat, enzymic browning, sensory evaluation  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) | | | |

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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** | **Cultural Capital** | **Key Words** | **Recall of prior or future topics** | **Resources** |
| 1 | Introduction to Food and Nutrition | Introductions, expectations, and routines when working in the food room. Understanding the potential hazards and how to work safely. | Discuss the importance of learning about food and cooking and ask students to give examples of their own experiences of cookery. Ask students to consider the hazards when working in a kitchen and complete the booklet tasks. Introduce the acronym HABIT and talk students though the routines for a practical lesson. Demonstrate washing up routine and students complete the washing up task in their booklet. | Homework 1  Mild: Write a list of hazards ( things that could cause an accident) in your kitchen at home.  Extra Hot Challenge: Write a letter to your family warning them of the dangers in your kitchen | Class discussion on the importance of food in our culture and religion | HABIT (acronym for preparing for practical work)  Hazard | Class discussion – what are students previous experiences of learning about food. | Booklet  PowerPoint |
| 3 | Evaluation of practical lesson  The Eatwell Guide | Evaluating the skills used and the final product (fruit fusion)  Introduction to the Eatwell Guide | Students complete the evaluation of the practical last lesson, using sensory vocabulary to assess their work.  Show students the Eatwell Guide and question them to assess their current knowledge of it. Ask students to compare their own diet to the recommendations laid out in the Eatwell Guide and then make suggestions to ensure that their diet is balanced. Go through the Eatwell Guide in more depth and then question students to assess their understanding. Students complete the Knowledge Check questions in their book before self-assessing. Extension task- Plan a packed lunch based around the principles of the Eatwell Guide |  |  | Eatwell Guide  Balanced Diet  Carbohydrate  Protein  Dairy | Question students to find out their previous knowledge of the Eatwell Guide. | Booklet  PowerPoint |
| 4. | Focussed Practical Task – Fruit Fusion | Knife skills (Bridge hold/Claw grip), Basic equipment, Fruit and vegetable preparation, e.g. peeling | 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’. | Homework 2  Mild:: Choose a piece of equipment from your kitchen at home and produce an instructions list on how to use it  Extra Hot Challenge : Create your equipment guide using video | Informing students of the provenance of the ingredients/food miles/seasonality through discussion and demonstration | Bridge  Claw  HABIT | Questioning of students during demonstration on Eatwell Guide and food groups.  Students recall HABIT and rules and routines for practical lesson |  |
| 5. | Investigating fruit | Identification of fruits and their categories and uses. The nutritional value of fruit in our diet. Sensory evaluation of different types of fruits. | Ask students to try and create and A-Z of fruits. Introduce to the topic and explain that fruits are categorised, and they have many different uses in cookery. Students think of as many fruits as they can and then complete the table in their booklet. Students then sensory evaluate a range of fruits and record their opinions in their booklet, using sensory vocabulary. Students complete the knowledge check questions. Extension task – design a range of smoothies using different fruits. |  | Informing students of the provenance of the ingredients/food miles/seasonality | Citrus  Exotic  Vine  Sensory Evaluation | Students recall previous knowledge of fruits. Students’ complete knowledge check task to encourage recall of new learning |  |
| 6. | Focussed Practical Task – Cous Cous Salad | Knife skills (Bridge hold/Claw grip),weighing and measuring , Basic equipment, Fruit and vegetable preparation, e.g. peeling | 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’. | Homework 3  Mild: Keep a food diary for two days. Write down the food groups from the Eatwell Guide next to each meal.  Extra Hot Challenge: Keep a food diary for one week and show which section each meal comes from | Informing students of the provenance of the ingredients/food miles/seasonality through discussion and demonstration | Steaming  Cous Cous  Dressing | Questioning of students during demonstration on Eatwell Guide and food groups.  Students recall HABIT and rules and routines for practical lesson |  |
| 7. | Investigating types of vegetables | Identification of vegetables and their categories and uses. The nutritional value of vegetables in our diet. Sensory evaluation of different types of vegetables | Display different vegetables on the board. Can students name them all? Introduce the topic and show students the different categories of vegetables. Explain the nutritional value of vegetables in our diet and talk about the different types of vegetables ( dried, frozen canned etc). Conduct some sensory evaluation of different types of vegetables and students record their opinions in their booklets , using sensory vocabulary. |  | Informing students of the provenance of the ingredients/food miles/seasonality | Tuber  Stem  Root  Funghi  Bulb | Students recall previous knowledge of vegetables. Students’ complete knowledge check task to encourage recall of new learning |  |
| 8. | Investigating starchy carbohydrates | Identification of different types of starchy carbohydrates in the diet. The nutritional value of starchy carbohydrates in the diet | Show students a blank Eatwell Guide and ask them if they correctly identify all the different sections. Focus on starchy carbohydrates and why we need them. Go through the different types of carbohydrates and ask students to complete the task in their book, to identify the different types and ways that they can be used. Split students into groups, Students use the internet and cookery books to carry out research on pasta, rice, or bread. Students create a presentation and feedback to the class. Students the complete the knowledge check questions . Extension task: Create a leaflet for a supermarket with information about pasta, rice or bread | Homework 4  Mild:: Write a review of your lunch or evening meal  Extra Hot Challenge: Take photographs of your meal or create a video review | Informing students of the provenance of the ingredients and staple foods eaten around the world | Starchy Carbohydrates | Students recall previous knowledge of this food group and the Eatwell Guide . Students’ complete knowledge check task to encourage recall of new learning |  |
| 9. | Focussed practical task- Pizza toast | Knife skills, Grater, Wider ingredient preparation, Using the grill | 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’. |  | Informing students of the provenance of the ingredients/food miles/seasonality through discussion and demonstration | Coagulate  Gratinate | Questioing of students during demonstration on Eatwell Guide and food groups.  Students recall HABIT and rules and routines for practical lesson |  |
| 10. | Investigating types of protein | Identification of different types of protein in the diet. Students conduct a food investigation of chicken nuggets | Ask students to write down as many types of meat or fish as they can. Introduce students to the topic and go through the animal and plant based sources of protein. Students complete the diagram to show their understanding. Teacher demonstrate the chicken nugget recipe for next lesson. Then students taste test the chicken nuggets and compare them to Quorn and shop bought cheaper version. Students complete the table in their book to show their opinion though the use of sensory vocabulary |  | Informing students of the provenance of the ingredients/food miles/seasonality | Plant based protein  Animal source | Students recall previous knowledge of this food group and the Eatwell Guide Students’ complete knowledge check task to encourage recall of new learning |  |
| 11. | Focussed practical task – chicken nuggets | Weighing and measuring, Knife skills, Preparation of ingredients, including meat, | 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’. | Homework 5  Mild:: Revise for End of Unit test next lesson. Use your Knowledge Organiser to help you create flashcards to remember everything you have learnt.  Extra Hot Challenge: Recreate one of the dishes you made in school at home and take photographs of each step | Informing students of the provenance of the ingredients/food miles/seasonality through discussion and demonstration | Pane | Questioning of students during demonstration on Eatwell Guide and food groups.  Students recall HABIT and rules and routines for practical lesson |  |
| 12. | Revision/test |  |  |  |  |  |  |  |