Kings Langley School
Unlocking Potential for Life

Food
Programme of Study
And
Teacher Guide

Content

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Unlocking Potential for Life

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Food

Year 7 "No One is born a great cook one learns by doing" Julia Child

Year 8 "Cooking is all about people. Cooking is about the only universal thing that has the power to bring everyone together. No matter what the culture, everywhere around the world people eat together" Guy Fieri

Year 9 " In cooking you have to master something good before you can make something great" Katie King Runfold

What is Food?

- In year7 students have very little experience of the areas of Food at primary school. Very few primary school have the facilities to cook so knowledge is mainly theoretical and very limited. Some students do start year 7 with a sound knowledge of practical cooking but this has mainly come from relatives with a passion for these subjects teaching them at home
- The SOW for Food is based on health and well-being. The courses are also designed as a foundation course in preparation for the GCSEs (Food preparation & Nutrition and DT GCSE)
- SOW for KS3 are mapped down from the requirements of KS4 and builds on work started in primary school although very few students have much experience of food in primary school.

Intent

- To help support the health and well-being of the students
- To have a greater understanding of the real world of design around them
- GCSE- In Food and Nutrition and GCSE in DT achieving their target level or beyond
- To go onto further study at A level or into the world of work

Implementation

- Students have a 9 week rotation system in KS3 experiencing four areas;- Food , Textiles , RM and Graphics
- A range of Practical work and theory work with every increasing complexity across the key stage
- Homework's are provided regularly throughout the SOL to support the practical and knowledge required, shared with students on Show My Homework. Homework's are set according to school policy (day, length etc.)
- Students will be quick assessed with quick start recall questions at the start of every lessons and assessed at the end of the unit with an hours test to see long term memory recall These end of rotation tests will have GCSE style questions built into them The work is assessed at the end of the unit to provide data for the reports and to assess progress.
- Students practical work will be assessed in Food.
- In Food a final food own choice practical with a design and make activity with accompanying time-plan.
- Literacy will also be assessed with a key word spelling test
- The SOW are mapped down from the GCSE specifications. As the SOW builds, it develops breadth of knowledge leading and supporting to the GCSE examination requirements. The SOW aims to improve student's skills, particularly those relating to the application of knowledge, such as problem solving, analysis and evaluation plus practical applications. The SOW is challenging and teaches to the top.
- The SOW is progressive and challenging aiming to give students the best possible experience in the area.
- The SOW is linked to the national curriculum requirements for Food and Textiles
- The SOW includes Literacy, numeracy , Character and STEM activities which are interleaved throughout
- The SOW is built on intent (rich and varied not just teaching to a test), implementation (engagement of students through the process not just the outcome) and impact (detailed knowledge and skills).

Impact

Students will become more able to prepare and cook basic recipes for themselves

Be aware of ingredients and the impact on their health and hopefully make better food life choices for a healthier lifestyle

Some students will be inspired to continue with the subject into year 10 and 11 and then into the food industry as a career choice

Overview of Food curriculum

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	1	2	3	4	5	6
YEAR 7	**Food nutrition and health;-**Healthy eating, Fruits and vegetables, soups **Food safety:** Basic Personal hygiene **Food choice:** Myself- what do I need? **Prepare cook techniques** Basic/intermediate	**This SOL is repeated for the next 3 rotations** **Students are taught on a 9 week rotation** **which occurs 4 times in the year** **with RM, Graphics and Textiles** *(lesson content, sequence, and practical's may vary slightly due to a range of circumstances- e.g., teachers, rooming's, equipment calendar changes, assessment weeks, weather, students special dietary needs etc..)*				
YEAR 8	**Food nutrition and health** Health identified in self Importance of carbohydrates **Food Safety** Intermediate personal hygiene **Food choice** Others- teenagers **Prepare cook techniques** Basic/intermediate					
YEAR 9	***Food nutrition and health*** **Evaluate healthy eating** Dietary groups Macro& micro nutrients ***Food safety*** *Higher Personal hygiene* ***Food choice*** Manufacturing Religion culture **Prepare, cook techniques,** Intermediate/higher skills Food ingredients, flour, milk					
YEAR 10	**Food Safety**	**Food Nutrition and health**	**Food science**	**Food choice**	**Food provenance**	**Mock NEA**
YEAR 11	**NEA1 Food Science investigation**	**NEA2 Nutrition Preparation and planning**		**Revision**	**Revision**	
YEAR 12	No A level Food					
YEAR 13	No A level Food					

Rationale

For year on year

Food is a progressive subject that builds each year on the previous year's knowledge and skills. This course enables students to become more informed and competent skilled cooks. Students will gain a deeper understanding of healthy eating and lifestyle choices during the course enabling them to make appropriate informed decisions for the rest of their lives.

Long Term Plan For Year 7

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	1	2 3 4 5 6
YEAR 7	**Learning intentions (knowledge)** • ***Food nutrition and health;-****Healthy eating, Fruits and vegetables, soups* • ***Food science:*** *Enzymic browning, Cooking methods heat transference* • *Shortening, Thickening- starch based* • ***Food safety:*** *Basic Personal hygiene* • ***Food choice:*** *Myself- what do I need?* • ***Food provenance:*** *Fruits and vegetables, seasonality* • **Prepare, cooking techniques, Garnish, Plan:** Basic skills, Cutting skills, Simple garnishes, Follow simple instructions given **Analyse and evaluate:** Simple own Practical evaluations, Senses, WWW, EBI, health modifications, keywords, character identification **<u>Practical's</u>** • Lemonade • Fruit salad • Pasta salad • Vegetable soup • Cheese straws • Cheese scones • Vegetable soup • Pasta Bake	**This SOL is repeated for the next 3 rotations** **Students are taught on a 9 week rotation** **which occurs 4 times in the year** **with RM, Graphics and Textiles** *(lesson content, sequence, and practical's may vary slightly due to a range of circumstances- e.g., teachers, rooming's, equipment calendar changes, assessment weeks, weather, students special dietary needs etc..)*

Rationale

Food 'Progress Path Assessment Criteria' for Year 7

	1	2	3	4	5	6	7	8	9
Where food comes from	You can name a food group and or ingredient used.	**Limited** Understanding. You can name some of the food groups and or ingredients used.	**Basic.** Understanding You can name most of the ingredients and link them to their food classification groups	**Satisfactory**. You can start to apply knowledge and terms of ingredients and where they come from.	**Good**. You can apply l knowledge to inform the use of ingredients.	**Very Good**. You have a very good understanding of ingredients, food classification and where they originate from	**High**. You have a high degree of understanding of ingredients, food classification and origin and can justifying their use.	**Outstanding**. You have an outstanding understanding of ingredients, food classification and origin , justifying their use. You use the correct technical language.	**Exceptional**. You have an exceptional understanding of food provenance and ingredients, food classification and origin and can apply them to your work, justifying their use according to consumer need. You consistently use the correct technical food language.
Food preparation cooking	Your product is incomplete or represents an undemanding level of making. You have used Ingredients and equipment safely under close supervision You have worked with assistance to produce a product which used simple skills. You don't follow Hygiene rules.	**Limited.** Your product is largely complete and represents a simple level of making. You have used appropriate Ingredients, equipment, with guidance and worked safely. Hygiene and safety is an issue	**Basic**. Your product is complete. You choose tools, equipment, Ingredients and processes with guidance. You work with some accuracy. Hygiene rules not always followed	**Satisfactory.** You select and use a range of equipment and ingredients. You can produce a successful product with some help. Hygiene work needs more attention	**Good.** You can work as a member of a team to organise your work area. You can produce a product with some guidance after being shown what to do. You select and use a range of ingredients and equipment with some accuracy and some minor mistakes with with hygiene and safely.	**Very Good**. You can explain the characteristics of ingredients, equipment, and processes. You work independently check your own work. You produced a quality product, which demonstrated some creativity. You are mostly hygienic and safe.	**High.** You work independently check your own work. You produced a quality product garnished You can modify recipes using ingredients, equipment and processes. To make them healthy You can solve technical problems when they arise and can justify your decisions. You are always hygienic and safe.	Your making is of an **Outstanding** quality and garnishing. You plan and use your time effectively. You can justify using ingredients, equipment and processes. You can adapt ingredients and , processes to consumer nutritional needs and as circumstances change. You can solve technical problems when they arise and can justify your decisions. Hygiene and safety are common place in your work	Your making is consistently of an **Exceptional** quality. You plan and use your time effectively. You can justify using ingredients, equipment and processes. You can adapt processes ingredients to consumer nutritional needs and where circumstances change. You can solve technical problems when they arise and can justify your decisions. Hygiene and safety is not an issue with your work
Healthy Eating and Nutrition	You are aware that some foods are healthy and others not. You have simplistic nutritional knowledge	**Limited.** You can suggest an alternative food or ingredient to make a product healthy. You known some nutritional terms and foods they are found in e.g. calcium in milk	**Basic**. You can identify the ingredients as healthy or not healthy. You know foods have nutrients in them and can name a few.	**Satisfactory.** You can idenfy a range of ingredients and their position on the eat well plate You know all 8 tips for healthy eating With support you make some healthy eating choices in your selection of ingredients . You are aware of the 5 main nutrient groups and can name a food for each	**Good.** You can explain the eat well plate and the 8 tips for healthy eating . With minimum support you make some healthy eating choices in your selection of ingredients . You know the five main nutrient groups and can match a range of foods to these groups	**Very Good** You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make some healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify foods rich in their sources	**High.** You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify a range of foods rich in their sources	**Outstanding**. You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make consistent healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify a wide range of foods rich in their sources and the amounts required.	**Exceptional**. **You consistently make ingredient choices based on healthy eating guidelines , adapting and developing your own recipes accordingly and act as an ambassador for Healthy eating. You are exceptionally confident in explaining the fundamentals of nutritional requirements for a range of target groups.**

Long Term Plan For Year 8

	1	2	3	4	5	6
YEAR 8	***Food nutrition and health*** Health identified in self Importance of carbohydrates **Science** Yeast, bread making gelatinization **Food Safety** Intermediate personal hygiene **Food choice** Others- teenagers **Food provenance** Food from around the world Staple foods **Prepare cook techniques** Basic/intermediate Identification of a range of basic garnishes Follow and interpret recipes **Analyse and evaluate** Practical evaluations Sensory descriptions **<u>Practical's</u>** • bread • Mini Pittas and pizza • Mini carrot cakes • Macaroni cheese • Crumbly cookie • Vegetable Curry • Ginger bread	**This SOL is repeated for the next 3 rotations** **Students are taught on a 9 week rotation** **which occurs 4 times in the year** **with RM, Graphics and Textiles** *(lesson content, sequence, and practical's may vary slightly due to a range of circumstances- e.g., teachers, rooming's, equipment calendar changes, assessment weeks, weather, students special dietary needs etc..)*					

Rationale

Food 'Progress Path Assessment Criteria' for Year 8

	1	2	3	4	5	6	7	8	9
Where food comes from	**Minimal** Understanding. You can name some of the food groups and or ingredients used.	**Limited.** Understanding You can name most of the ingredients and link them to their food classification groups	**Basic**. You can start to apply knowledge and terms of ingredients and where they come from.	**Satisfactory**. You can apply l knowledge to inform the use of ingredients.	**Good**. You have a very good understanding of ingredients, food classification and where they originate from	**Very Good**. You have a high degree of understanding of ingredients, food classification and origin and can justifying their use.	**High**. You have an outstanding understanding of ingredients, food classification and origin , justifying their use. You use the majority of correct technical language.	**Outstanding** You have an exceptional understanding of food provenance and ingredients, food classification and origin and can apply them to your work, justifying their use according to consumer need. You use the correct technical food language.	You have an **Exceptional** understanding of food provenance, ingredients, food classification and origins of both foods and techniques and can apply appropriately to your work, justifying their use according to circumstances and consumer needs. You consistently use the appropriate technical language.
Food preparation cooking	**Minimal.** Your product is largely complete and represents a simple level of making. You have used appropriate Ingredients, equipment, with guidance and worked safely. Hygiene and safety is an issue	**Limited**. Your product is complete. You choose tools, equipment, Ingredients and processes with guidance. You work with some accuracy. Hygiene rules not always followed	**Basic.** You select and use a range of equipment and ingredients. You can produce a successful product with some help. Hygiene work needs more attention	**Satisfactory** You can work as a member of a team to organise your work area. You can produce a product with some guidance after being shown what to do. You select and use a range of ingredients and equipment with some accuracy and some minor mistakes with with hygiene and safely.	**Good**. You can explain the characteristics of ingredients, equipment, and processes. You work independently check your own work. You produced a quality product, which demonstrated some creativity. You are mostly hygienic and safe.	**Very Good.** You work independently check your own work. You produced a quality product garnished You can modify recipes using ingredients, equipment and processes. To make them healthy You can solve technical problems when they arise and can justify your decisions. You are always hygienic and safe.	Your making is of an **High** quality and garnishing. You plan and use your time effectively. You can justify using ingredients, equipment and processes. You can adapt ingredients and , processes to consumer nutritional needs and as circumstances change. You can solve technical problems when they arise and can justify your decisions. Hygiene and safety are common place in your work	Your making is consistently of an **Outstanding** quality and garnishing finish. You plan and use your time effectively. You can justify using ingredients, equipment and processes. You can adapt processes ingredients to consumer nutritional needs and where circumstances change. You can solve technical problems when they arise and can justify your decisions. Hygiene and safety is not an issue with your work	Your making is consistently of an **Exceptional** quality and garnishing finish. You always plan and use your time appropriately. You select and justify using ingredients, equipment and processes. You can adapt processes to fit consumer nutritional needs and as circumstances change. You can solve technical problems when they arise and can fully justify your decisions. Hygiene and safety are paramount to all aspects of your work.
Healthy Eating and Nutrition	**Minimal.** You can suggest an alternative food or ingredient to make a product healthy. You known some nutritional terms and foods they are found in e.g. calcium in milk	**Limited**. You can identify the ingredients as healthy or not healthy. You know foods have nutrients in them and can name a few.	**Basic.** You can identify a range of ingredients and their position on the eat well plate You know all 8 tips for healthy eating With support you make some healthy eating choices in your selection of ingredients . You are aware of the 5 main nutrient groups and can name a food for each	**Satisfactory.** You can explain the eat well plate and the 8 tips for healthy eating . With minimum support you make some healthy eating choices in your selection of ingredients . You know the five main nutrient groups and can match a range of foods to these groups	**Good** You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make some healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify foods rich in their sources	**Very Good.** You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify a range of foods rich in their sources	**High**. You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make consistent healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify a wide range of foods rich in their sources and the amounts required.	**Outstanding**. You consistently make ingredient choices based on healthy eating guidelines , adapting and developing your own recipes accordingly and act as an ambassador for Healthy eating. You are exceptionally confident in explaining the fundamentals of nutritional requirements for a range of target groups.	**Exceptional** You consistently make ingredient choices based on healthy eating guidelines , adapting and developing your own recipes accordingly and act as an ambassador for Healthy eating. You are exceptionally confident in explaining the fundamentals of nutritional requirements for a wide range of target groups. You can advise others on nutritional requirements.

Long Term Plan For Year 9

	1	2	3	4	5	6
YEAR 9	***Food nutrition and health*** ***Food nutrition and health*** **Evaluate healthy eating** Dietary groups Macro nutrients Micro nutrients Eat-well guide **Commodities;-** Flour Eggs Cheese Milk bread ***Food science*** Caramelisation Coagulation Shortening Sensory testing and radars- star profiling ***Food safety*** *Higher Personal hygiene* ***Food choice*** Socio economic food choice Manufacturing Religion Culture- food from around the world Special diets ***Food provenance*** Fair trade Air miles Organic foods GM **Prepare, cook techniques,** **Garnish, Plan** Intermediate skills Selection and use of a range of garnishes Follow own recipe instructions *simple-Time-plan***Prepare, cook techniques,** **Garnish, Plan** Intermediate skills	**This SOL is repeated for the next 3 rotations** **Students are taught on a 9 week rotation** **which occurs 4 times in the year** **with RM, Graphics and Textiles** *(lesson content, sequence, and practical's may vary slightly due to a range of circumstances- e.g., teachers, rooming's, equipment calendar changes, assessment weeks, weather, students special dietary needs etc..)*				

	Selection and use of a range of garnishes Follow own recipe instructions *simple-Time-plan* **Analyse and evaluate** Analyse their own and other practical work through evaluations **<u>Practical's</u>** Shortcrust pastry tarts Upside down pudding Swiss roll Savoury tarts/Quiche Pizza Wheels Banana Muffins Lasagne	

Rationale

Food 'Progress Path Assessment Criteria' for Year 9

	1	2	3	4	5	6	7	8	9
Where food comes from	**Minimal.** Understanding You can name most of the ingredients and link them to their food classification groups	**Limited**. You can start to apply knowledge and terms of ingredients and where they come from.	**Basic** You can apply l knowledge to inform the use of ingredients.	**Satisfactory**. You have a very good understanding of ingredients, food classification and where they originate from	**Good** You have a high degree of understanding of ingredients, food classification and origin and can justifying their use.	**Very Good**. You have an outstanding understanding of ingredients, food classification and origin , justifying their use. You use the correct technical language.	**High**. You have an exceptional understanding of food provenance and ingredients, food classification and origin and can apply them to your work, justifying their use according to consumer need. You consistently use the correct technical food language.	Outstanding	Exceptional
Food preparation cooking	**Minimal**. Your product is complete. You choose tools, equipment, Ingredients and processes with guidance. You work with some accuracy.	**Limited.** You select and use a range of equipment and ingredients. You can produce a successful product with some help.	**Basic.** You can work as a member of a team to organise your work area. You can produce a product with some guidance after being shown what to do. You select and use a range of ingredients and equipment with some accuracy and safely.	**Satisfactory**. You can explain the characteristics of ingredients, equipment, and processes. You work independently check your own work. You produced a quality product, which demonstrated some creativity. You are safe.	**Good.** You work independently check your own work. You produced a quality product garnished You can modify recipes using ingredients, equipment and processes. To make them healthy You can solve technical problems when they arise and can justify your decisions. You are safe.	Your making is of an V**ery Good** quality and garnishing. You plan and use your time effectively. You can justify using ingredients, equipment and processes. You can adapt ingredients and , processes to consumer nutritional needs and as circumstances change. You can solve technical problems when they arise and	Your making is consistently of an **High** quality. You plan and use your time effectively. You can justify using ingredients, equipment and processes. You can adapt processes ingredients to consumer nutritional needs and where circumstances change. You can solve technical problems when they arise and can justify your decisions.	Outstanding	Exceptional

						can justify your decisions.			
Healthy Eating and Nutrition	**Minimal** You can identify the ingredients as healthy or not healthy. You know foods have nutrients in them and can name a few.	**Limited.** You can identify a range of ingredients and their position on the eat well plate You know all 8 tips for healthy eating With support you make some healthy eating choices in your selection of ingredients . You are aware of the 5 main nutrient groups and can name a food for	**Basic.** You can explain the eat well plate and the 8 tips for healthy eating . With minimum support you make some healthy eating choices in your selection of ingredients . You know the five main nutrient groups and can match a range of foods to these groups	**Satisfactory** You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make some healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify foods rich in their sources	**Good.** You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify a range of foods rich in their sources	**Very Good**. You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make consistent healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify a wide range of foods rich in their sources and the amounts required.	**High**. You consistently make ingredient choices based on healthy eating guidelines , adapting and developing your own recipes accordingly and act as an ambassador for Healthy eating. You are exceptionally confident in explaining the fundamentals of nutritional requirements for a range of target groups.	**Outstanding**	Exceptional

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Medium Term Plan for Year 7

Gives an overview of the year broken down into phases

<table>
<tr><td colspan="2">Phase 1:</td><td>Length of phase: 9 weeks</td></tr>
<tr><td>Required pre-knowledge
Varied experiences due to home life and primary school curriculum
Basic knowledge of identifying food</td><td>Learning intentions (knowledge)
Food nutrition and health;-Healthy eating, Fruits and vegetables, soups
Food science: Enzymic browning, Cooking methods heat transference
Shortening, Thickening- starch based
Food safety: Basic Personal hygiene
Food choice: Myself- what do I need?
Food provenance: Fruits and vegetables, seasonality
Prepare, cooking techniques, Garnish, Plan: Basic skills, Cutting skills, Simple garnishes, Follow simple instructions given
Analyse and evaluate: Simple own Practical evaluations, Senses, WWW, EBI, character identification
STEM</td><td rowspan="2">Leading to
Future learning Year 8 curriculum for food
Food nutrition and health
Health identified in self
Importance of carbohydrates

Science
Yeast,
bread making
gelatinization

Food Safety
Intermediate personal hygiene

Food choice
Others- teenagers

Food provenance
Food from around the world
Staple foods

Prepare cook techniques
Basic/intermediate
Identification of a range of basic garnishes
Follow and interpret recipes

Analyse and evaluate
Practical evaluations
Sensory descriptions

<u>Practical’s</u>
bread
Mini Pittas and pizza
Macaroni cheese</td></tr>
<tr><td>Required pre-skills
None</td><td>Learning intentions (skills)
Food hygiene and safety
Identification of ingredients and equipment,
Usage of equipment/cooker,
Weighing and measuring,
Ingredient choice/recipe design
Knife holds, arch and claw, Peeling , rinding and cutting
Simmering, boiling, Blending, Rubbing in, Thickening, Garnishing
<u>Practical’s</u></td></tr>
</table>

	• Lemonade • Fruit salad • Pasta salad • Vegetable soup • Cheese scones • Vegetable soup • Pasta bake	• Curry
Misconceptions • Germs not bacteria • All bacteria are bad • Aprons need to be white- not clean/any colour • Water can be cold for washing up • A tomato is a vegetable- it's a fruit of a plant- hence the green chopping board not brown • Potatoes are root vegetables? No they are swollen roots known as tubers • Fruits and vegetables are available all year round- yes due to new technology but growing they have seasons and are seasonal. • Using a pinching technique instead of rubbing • You can use opinion based words to describe sensory aspects of food • Sugar disappears rather than dissolves • Chopping the vegetables at different size so they don't cook at the same rate		**Key questions** • Why is personal food hygiene important? • What is the best way to cut…. • What type/classification of fruit or vegetable is this? • What are seasonal foods? • What is a healthy diet? • Why is fibre important in the diet?
Key Resources • Practical ingredients and equipment • PPTs slides • Knowledge organisers	**Key vocabulary** • Enzymic browning • Dissolving • Conduction • Convection • Heat transference • Rubbing in • Boiling • Simmering • Cross contamination • hygiene	**Link to** • Maths- weighing measuring timekeeping • English- Application of Key Words Evaluations Spelling tests SMHW • Science- functions of ingredients • STEM Careers in the food industry • STEM- maths and measurement practical's STEM links to science of food ingredients in all practical lessons • STEM activities may be various due to keeping up to date with the various advances in food technology • Character- Empathy, Self-regulation, Stickability Identified in practical work • SMCE- Food miles, Allergies, Religious beliefs- exclusion of some foods from the diet

Additional notes:

- Teaching notes
- See PPTS
- See Health and safety policy
- See end of rotation examination paper and mark scheme

Medium Term Plan for Year 8

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Phase 1:	Length of phase: 9 weeks	
Required pre-knowledge • **Year 7 SOL**	**Learning intentions (knowledge)** ***Food nutrition and health*** Health identified in self Importance of carbohydrates **Science** Yeast, bread making gelatinization **Food Safety** Intermediate personal hygiene **Food choice** Others- teenagers **Food provenance** Food from around the world Staple foods **Prepare cook techniques** Basic/intermediate Identification of a range of basic garnishes Follow and interpret recipes **Analyse and evaluate** Practical evaluations Sensory descriptions	**Leading to** • *Future learning Year 9 SOL* ***Food nutrition and health*** **Evaluate healthy eating** Dietary groups Macro nutrients Micro nutrients ***Food science*** Caramelisation Coagulation shortening ***Food safety*** *Higher Personal hygiene* ***Food choice*** Manufacturing Religion culture ***Food provenance*** Fair trade Air miles Organic foods GM **Prepare, cook techniques,** **Garnish, Plan** Intermediate skills Selection and use of a range of garnishes Follow own recipe instructions *simple-Time-plan* **Analyse and evaluate** Analyse their own and other practical work through evaluations
Required pre-skills • **Year 7 SOL**	**Learning intentions (skills)** Identification of ingredients and equipment Usage of equipment/cooker Intermediate Knife skills- cutting julienne strip Bread making	

	Sauce making Blending garnishing weighing and measuring ingredient choice/recipe design **<u>Practical's</u>** • bread • Mini Pittas and pizza • Mini carrot cakes • Macaroni cheese • Crumbly cookie • Vegetable Curry • Ginger bread	**<u>Practical's</u>** Upside down pudding Swiss roll Shortcrust pastry tarts

Misconceptions • Air makes bread rise • Sugar is good for you • Curry comes from India • Margarine is healthy • Pasta was created in Italy	**Key questions** How does bread rise? What is Gluten and where does it come from? Where does food come from? What religions can not eat certain foods? What make black pasta? What is gelatinisation? Why does flour thicken a sauce?

Key Resources • Practical ingredients and equipment • PPTs slides • Knowledge organisers •	**Key vocabulary** • Bread • Yeast • Proving • Dextrinization • Pizza • Gluten • Pasta • Pasta names • coagulation	**Link to** *Character,* Demonstrating In practical work themselves and others Identifying character traits used in practical during evaluation *SMSC* Where are food comes from- air miles Cultural foods- religion influences on food Social interactions of eating out *Literacy,* Application of Key Words Evaluations Spelling tests SMHW

		Numeracy Weighing and measuring Time keeping STEM Investigation STEM Key up to date elements in the food industry 3D printing *Other curriculum areas* Geography- around the world food • *Careers- in food STEM*
Additional notes: • Teaching notes • See PPTS • See Health and safety policy • See end of rotation examination paper and mark scheme		

Medium Term Plan for Year 9

Kings Langley School
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Phase 1:	**Length of phase: 9 weeks**	
Required pre-knowledge • **Year 7 and 8 SOL**	**Learning intentions (knowledge)** ***Food nutrition and health*** **Evaluate healthy eating** Dietary groups Macro nutrients Micro nutrients Eat-well guide **Commodities;-** Flour Eggs Cheese Milk bread ***Food science*** Caramelisation Coagulation Shortening Sensory testing and radars- star profiling ***Food safety*** *Higher Personal hygiene* ***Food choice*** Socio economic food choice Manufacturing Religion Culture- food from around the world Special diets ***Food provenance*** Fair trade Air miles Organic foods GM **Prepare, cook techniques,** **Garnish, Plan** Intermediate skills Selection and use of a range of garnishes Follow own recipe instructions *simple-Time-plan*	**Leading to** • *Future learning Year 10 and 11 GCSE SOL* ***Food nutrition and health*** **Evaluate healthy eating** Dietary groups Macro nutrients Micro nutrients ***Food science*** Caramelisation Coagulation shortening ***Food safety*** *Higher Personal hygiene* ***Food choice*** Manufacturing Religion culture ***Food provenance*** Fair trade Air miles Organic foods GM **Prepare, cook techniques,** **Garnish, Plan** Intermediate skills Selection and use of a range of garnishes Follow own recipe instructions *simple-Time-plan* **Analyse and evaluate**

<table>
<tr><td></td><td>Analyse and evaluate
Practical evaluations
Sensory descriptions</td><td rowspan="2">Analyse their own and other practical work through evaluations

<u>Practical’s</u>
Filleting fish
Jointing a chicken
Making pasta from scratch</td></tr>
<tr><td>Required pre-skills
• Year 7 and 8 SOL</td><td>Learning intentions (skills)

Identification of ingredients and equipment
Usage of equipment/cooker
Intermediate/Higher Knife skills-
Cake making
Sauce making
Blending
garnishing
weighing and measuring
ingredient choice/recipe design

<u>Practical’s</u>
Shortcrust pastry tarts
Upside down pudding
Swiss roll
Savoury tarts/Quiche
Pizza Wheels
Banana Muffins
Lasagne</td></tr>
<tr><td colspan="2">Misconceptions
• Air makes bread rise
• Sugar is good for you
• Curry comes from India
• Margarine is healthy
• Pasta was created in Italy
• All foods are the same
• All flours can make bread
• Vegetarians eat fish</td><td>Key questions
What are the parts of an egg
How can you tell if an egg is fresh
What are the parts of a cereal grain
How many types of flour are there
What is a special diet
What is a coeliac
What is rennet
How is cheese made
How is milk pasturised</td></tr>
</table>

Key Resources	**Key vocabulary**	**Link to**
• Practical ingredients and equipment • PPTs slides • Knowledge organisers •	• Bread • Yeast • Proving • Dextrinization • Pizza • Gluten • Pasta • Pasta names • Coagulation • Dextrinization • Pasteurisation • Sterilisation • Condensed • Rennet • Curds and whey	*Character,* Demonstrating In practical work themselves and others Identifying character traits used in practical during evaluation *SMSC* Where are food comes from- air miles Cultural foods- religion influences on food Social interactions of eating out *Literacy,* Application of Key Words Evaluations Spelling tests SMHW *Numeracy* Weighing and measuring Time keeping STEM Investigation STEM Key up to date elements in the food industry 3D printing Science in food practical *Other curriculum areas* Geography- around the world food Maths- weighing and measuring • *Careers- in food STEM*

Additional notes:

- Teaching notes
- See PPTS
- See Health and safety policy
- See end of rotation examination paper and mark scheme

Kings Langley School
Unlocking Potential for Life

Short Term Plans for Year 7

Year 7 Phase 1….

Phase 1	PPT reference	Learning Intentions	Key Questions	Additional Information
Lesson 1 Hygiene and lemonade	PPT 1 to 5	To understand personal Hygiene To understand the use of the hob and dissolving and boiling techniques To conduct Knife skills safely	1. Why is it important to use the correct cutting techniques? 2. Why must we wash our hands properly before making food? 3. Why do we have to wear an apron?	
Lesson 2 Fruit salad Enzymic browning	PPT 6 to 11	To understand enzymic browning To develop cutting skills To create a fruit salad	1. What cutting techniques did you use to cut the fruit? 2. Explain how to carry a knife safely 3. Name as many citrus fruits as you can	
Lesson 3 Pasta salad and convection currents	PPT7 to 11	To understand heat transference of convection currents To discover the origins of pasta To create a pasta salad by applying the key skills learnt when making fruit salad	1. What is fibre and why is it good for us? 2. What part of a vegetable has the most fibre? 3. How many different pasta shapes can you name?	
Lesson 4 Rubbing in Cheese straws	PPTS 12 to 15	To understand and apply rubbing in technique To understand shortening process To make cheese straws	1. What texture should your mixture have after you've rubbed it in? 2. What ratio of fat to flour do we use? 3. What type of pastry did we make today?	
Lesson 5 Scones	PPTS 16 to 20	To apply rubbing in technique To understand raising agents	1. What texture should your mixture have after you've rubbed it in? 2. What ratio of fat to flour do we use? 3. What type of pastry did we make today?	

Lesson 6 Vegetable soup	PPTS 21 to 25	To apply claw and bridge cutting techniques To understand water based boiling cooking methods	1. What happens to the vegetable's texture when you boil it? 2. Why did we use a stock cube for our soup? 3. What piece of equipment did we use to liquidise your soup?	
Lesson 7 Vegetable pasta bake	PPTS 26 to 30	Assessment practical To apply the skills learnt in previous lesson to this pasta recipe	1. At what temperature does water boil? 2. Why does the cheese melt? 3. Why did we add sugar to our pasta sauce?	
Lesson 8	Assessment PPT	Assessment To demonstrate knowledge and understanding gained during this rotation	See Assessment examination paper	
Lesson 9 STEM Apple Peeling challenge	Assessment feedback STEM PPT	Assessment feedback STEM- To understand the links to Food and STEM To measure accurately circumference, diameter and radius	What does STEM stand for? How long is an apple skin? What is the radius and diameter of an apple? What is enzymic browning and how do we stop it?	

Student Knowledge and Skills Tracker For Year 7

Year 7

Term 1 Phase 1:	Check 1	Check 2	Final check
I can wash my hands			

I can prepare myself for cooking			
I can wash up hygienically			
I can dry up equipment			
I can use the bridge/arch cut			
I can use the claw cut			
I can use a saucepan			
I can use the hob safely			
I can use a sharp knife safely			
I can measure ingredients			
I can use a zester			
I can use a juicer			
I can use a sieve			
I can use the correct colour chopping board			
I can store food correctly			
I can use the rubbing in technique			
I can use the oven safely			
I can use a grater			
I can use a peeler			
I can make a dough			
I can use a pastry cutter			
I can work as a team			

Short Term Plans for Year 8

Gives a breakdown lesson by lesson (links to ppt)

Year 8 Phase 1….

Phase 1	PPT reference	Learning Intentions	Key Questions	Additional Information
Lesson 1 Bread	PPT 1 to 5	To create bread rolls and understand the importance of the gluten in bread making	1. Why does bread need gluten? 2. 2. What is a person called if they can not eat gluten? 3. 3. How long do you knead the bread dough for? 4. 4. Why do we Knead bread dough?	

Lesson 2 pizza and pitta bread	PPTS 7-10	To apply the skills learnt when making bread and understand the function of yeast in bread making	1. Why does bread need yeast? 2. 2. What gas does the yeast produce? 3. 3. What is it called when you leave the bread to rise?	
Lesson 3 carrot cakes	PPTS 11-16	Using the creaming technique	1. Why does food need to be cooked? 2. Why should we use vegetables in cakes 3. What other vegetables are made in cake making	
Lesson 4 Macaroni Cheese	PPTS 17 to 21	Sauce making Pasta cooking	1. What food in our recipe was a starch? 2. What temperature do the starch molecules begin to swell? 3. What happens when you leave a sauce to cool down?	
Lesson 5 Crumbly Cookies	PPTS 22 to 26	Creaming method	1. why do we need to eat cakes, sweets and biscuits in moderation? 2. What could happen if you don't drink enough water? 3. Why is breakfast such an important meal?	
Lesson 6 Vegetable curry	PPTS 27 to 31	Extend cutting skills	1. What continent do curries originate from? 2. Name 3 different types of curry? 3. Why is it important to include lots of vegetables in your diet?	
Lesson 7 Gingerbread	PPTS 32 to 35		1. What are the three types of chemical raising agent? 2. What gas is produced by a chemical raising agent? 3. Why can we use bicarbonate soda in this recipe but not some others?	
Lesson 8 Assessment		Assessment	Exam paper questions on all sections	
Lesson 9 STEM		Assessment Feedback STEM		

Student Knowledge and Skills Tracker For Year 8

Year 8

Term 1 Phase 1:	Check 1	Check 2	Final check
I can measure ingredients			
I can make a dough			
I can knead			
I can divide mixtures into equal parts			
I can shape dough			
I can roll dough			
I can use a grater			
I can make a sauce			
I can boil water			
I can use a hob safely			
I can use an oven safely			
I can use a sharp knife safely			
I can use a peeler			
I can use a garlic crusher			
I can fry ingredients			
I can work with a partner			
I can wash up equipment			
I can dry equipment			
I can prepare myself for cooking			
I can organise my work area			
I can behave hygienically in the food classroom			
I can use the clock to work out cooking times			

Short Term Plans for Year 9

Year 9 Phase 1….

Phase 1	PPT reference	Learning Intentions	Key Questions	Additional Information
Lesson 1 practical Pastry making- jam fruit tarts	PPT 1 to 5	To develop rubbing technique and understand ratios in pastry To create jam tarts using the rubbing in method to gain knowledge about shortening To demonstrate modelling techniques	1. Why do we rub in the flour? 2. What fat alternative could we use for a vegan or lactose intolerant person? 3. What recipes can you name that include shortcrust pastry?	
Lesson 2 practical Pineapple upside down cake	PPTS 6 to 11	**To create a Pineapple Upside Down Cake. To understand skill of using an electric whisk Reinforce knowledge about aeration**	1. What is a raising agent? 2. What would happen to the cake if we didn't use a raising agent? 3. Is yeast a chemical raising agent?	
Single theory lesson 1 Healthy eating and nutrition		To understand the principles of healthy eating	Why do we need to eat health What foods are considered healthy What is a balanced diet?	
Lesson 3 practical Swiss roll	PPTS 12 to 15	**To create a Swiss roll to gain knowledge about chemical raising agents and the process of aeration**	1. Why do we use an electric whisk and not a hand whisk? 2. Why do we need air in our Swiss roll cake mixture? 3. What other recipes do we whisk sugar and eggs in?	
Lesson 4 practical Savoury Tart	PPTS 17 to 20	**To create a cheese and onion quiche to practice shortcrust pastry making and**	1. How does the egg change from a liquid to a solid? 2. What part of the egg has the most fat in it? 3. What are the four ways that proteins can be denatured?	

		learn about coagulation of proteins		
Single theory lesson 2 Sensory testing		To understand how to sensory describe foods	What are the 5 senses What are taste description words What is fair testing	
Lesson 5 practical Pizza Wheels	PPTS 21 to 24	**To recap bread making and rolling to create pizza wheels**	1. What is the function of gluten in a bread recipe? 2. What is coeliac disease? 3. What are the symptoms of coeliac disease?	
Lesson 6 practical Banana Muffins	PPT 25 to 29	**o make low sugar banana muffins to learn how to sweeten recipes with fruit**	1. What is enzymic browning? 2. Why do we need to use ripe bananas in this recipe? 3. Why does this recipe have less sugar than other cake recipes?	
Single theory lesson 3 Eggs, milk and cheese		To understand the origins of ingredients the types and their functions	How many types of eggs are there What are the parts of an egg	
Lesson 7 practical Lasagne	PPT 30 to 33	**To create a lasagne using sauce making techniques that were learnt in Year 8**	1. Why does the body need protein in the diet? 2. What high protein foods can be eaten as alternatives to animal products if you are vegan? 3. What ingredients in our lasagne recipe has the highest amount of protein in?	
Lesson 8 Theory lesson Flour and bread		To understand the origins of ingredients, types and uses	How is flour made How are flours used in cooking	

Single theory lesson 4		Assessment	See examination questions	
Lesson 9 Practical STEM		Science of ingredients Mini cake ingredients amounts group practical	What are the functions of ingredients in a cake Why is it important to follow a recipe	

Student Knowledge and Skills Tracker For Year 9

Year 9

Term 1 Phase 1:	Check 1	Check 2	Final check
I can measure ingredients			
I can make a dough			
I can knead			
I can divide mixtures into equal parts			
I can roll a sponge cake			
I can roll dough			
I can line a pastry tin			
I can make a sauce			
I can boil water			
I can use a hob safely			
I can use an oven safely			
I can use a sharp knife safely			
I can use a peeler			
I can turn out a cake			
I can use a pastry cutter			
I can work with a partner			
I can wash up equipment			
I can dry equipment			
I can prepare myself for cooking			
I can organise my work area			
I can behave hygienically in the food classroom			
I can use the clock to work out cooking times			