

What are the aims and intentions of this curriculum?

The Children will become independent, resourceful and respectful individuals by exploring different cultures, beliefs and traditions with food.

The scheme of work for year 7 and 8 links into many subjects with topics such as sustainability and world food cultures, science with food chemistry, microbiology and nutrition. It aims to develop social and life skills within the classroom that will encourage each child to link nutrition and health to wellbeing. Food technology allows children to gain a range of practical skills to help them to be creative and independent. Throughout Food Technology there is focus on preparing healthy dishes safely and hygienically. They will invest in their practical work to enable key life skills. Students are encouraged to be creative via the Scheme of Work for food and diversity, tolerance and individuality are celebrated. Linking to religious studies with food beliefs and choices, how British values have influenced the history of eating patterns and food availability. Along with basic nutrition and the importance of a balanced diet. Children will develop their practical skills, to further develop their confidence and independence in this area. Food technology is an open door to the possibilities of how our next generation will appreciate the food foot print and the eco-friendly world that is needed a head of them. Food Technology is inclusive of all different styles of learning and assessed through a variety of practical tasks, quizzes, team building and over all intelligence on what food does for us. RSE and Project Based Learning are embedded in the classroom and adjusted ways of teaching depending on the group of children.

Highlighted in green are links to PSHE in the curriculum

Highlighted in blue are links to Careers in the curriculum

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<ul style="list-style-type: none"> Introduction to food technology room, rules and hazards. Personal hygiene. Kitchen hygiene. Cross contamination and food poisoning. 	Rules of the room Hazards and hygiene rules How can we prevent accidents in the food lab? Key words Health, Safety and Hygiene Rule and procedures. Accidents and emergency.	How to wash up properly Knife skills Basic equipment 4Cs – cooking, c Food poisoning bacteria – types / conditions for growth. Avoiding cross contamination. leaning, chilling and cross contamination Respectful relationships including friendships.	Identification of hazard worksheet How to prevent hazards worksheet? Design a health and safety poster for the food technology room. Demonstration of the principles of the 4C's Identify hygiene and safety hazards. Explain why is it important to wash up correctly to prevent food poisoning
	<u>Practical</u> <u>Coconut biscuits</u>	What is hygiene-safety rules What is Kitchen hygiene and what is food hygiene? What procedures should be followed to ensure good hygiene? How does food poison happen? The 4'C principles of food hygiene	Prepare and make a range of products, including accurate weighing, cutting techniques, rubbing-in etc. To learn the principles of nutrition and health. Working ingredients together to create a dish. International for preservation of the Ozone Layer. http://www.unep.fr/ozonaction/events/ozoneday/	

	<ul style="list-style-type: none"> Kitchen equipment. Weighing and measuring. <p><u>Practical</u></p> <p><u>Shortbread cookies</u></p> <p><u>Chocolate chip cookies</u></p>	<p>Correct washing up procedures to prevent bacterial growth Health, safety and hygiene Procedures.</p> <p>Why should specific cutting techniques be used to safely prepare ingredients? How do you know what cutting technique to use?</p> <p>To learn how to use, and demonstrate the safe use of a number of key pieces of equipment in the kitchen, including the hob and oven.</p> <p>Basic weighing and Measuring equipment can be used to weigh and measure ingredients. How to weigh and measure ingredients accurately.</p>	<p>National Organic month - September</p> <p>Weighing and measuring ingredients accurately,</p> <p>Weighing and measuring, rubbing-in, peeling, coring, slicing, layering, using oven</p> <p>Respectful relationships including friendships.</p> <p>Black History Month – Cultural food. World food day 16th of October.</p> <p>Hospitality services</p> <p>Students will understand that there are many job opportunities within the hospitality and food services. These include:</p> <p>Chef Head chef Cake decorator Pastry Chef Catering manager</p>	<p>Practical demonstration of the cutting techniques.</p> <p>Practical 1 Demonstration of hygiene and safety procedures in making fruit salad</p> <p>1) kitchen equipment, weighing and measuring worksheets 2) Recipe and ingredients</p>
<p>Autumn 2</p>	<p>How do fruit and vegetables fit in the wheel of health and healthy eating?</p> <p><u>Practical</u></p> <p><u>Fruit salad</u></p> <p>Classification of fruits. Understand use of fruit in cooking.</p> <p><u>Practical</u></p>	<p>Classification of fruits E.g. citrus, stone, soft</p> <p>Ways to use fruits in cooking.</p> <p>Key words</p> <p>Cutting techniques Bridge hold Claw grip Knife 5-a-day Fruit and Vegetables</p> <p>Classification of vegetables</p>	<p>Mental wellbeing</p> <p>How food supports mental health and the effects it has on physical abilities e.g. energy, moods, weight and mental abilities.</p> <p>Demonstrate a range of food preparation and cooking techniques.</p> <p>Build and apply a repertoire of knowledge and skills in order to design and make high quality products.</p> <p>Basic knife skills –bridge hold, claw grip</p>	<p>Classification of fruits worksheet Use of fruits in cooking poster.</p> <p>Vegetables shopping worksheets Chilling, heating and reheating.</p> <p>Students to construct a poster to show how we can incorporate vegetables into the diet (1) Classification of vegetables worksheets</p>

	<p><u>Apple crumble</u></p> <p>Classification of vegetables.</p> <p><u>Practical</u></p> <p><u>Coleslaw</u></p> <p>Learn how vegetables can be sold and stored.</p> <p><u>Practical</u></p> <p><u>Vegetable soup</u></p>	<p>The importance of eating vegetables Why is it important to have 5 portions a day? To understand the health and safety considerations involved with preparing vegetables.</p> <p>The importance of fruits and vegetables Why is it important to have 5 portions a day?</p> <p>Key terms</p> <p>Ingredients Recipe Method Equipment, e.g. Hob, Oven Cooking, chilling, cleaning and cross contamination</p> <p>How vegetables are sold (fresh/frozen) How to store vegetables to retain freshness?</p>	<p>(cutting, peeling, grating, slicing, dicing and julienne)</p> <p>Food preparation, coring, combining and mixing, using oven</p> <p>Career opportunities</p> <p>Studying food science provides students with the scientific and technical skills needed for a wide range of careers in the food and drink industry, as well as in public health, nutrition and research.</p> <p>Respectful relationships including friendships.</p> <p>Black History Month – Cultural food. World food day 16th of October.</p> <p>To prepare and cook a dish using vegetables, salad vegetables and a dressing, (such as pasta, potato as well as fruit). Apply the principles of food safety and hygiene when cooking and demonstrate the safe use of sharp knives.</p> <p>To evaluate food products using the five senses and consider improvements that could be made.</p>	<p>(2) Recipe and ingredients Date mark and safe storage of foods.</p>
<p>Spring 1</p>	<p>To investigate the dietary needs of young people.</p> <p>To summarise the actions in the school food standards related to school lunches.</p>	<p>Factors affecting food choice and is specifically linked to the dietary needs of young people.</p> <p>Good nutrition.</p> <p>Balanced diet for teenagers.</p> <p>Why is nutrition important for young people?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> Identify and explain the factors that affect individual food choice and the effects it may have on health. Investigate the dietary needs of young people, summarise their findings and explain the reasons for the requirements. 	<p>Impact of working individually and independently. How to make the healthy choice.</p> <p>Recall and apply the principles of food safety and hygiene. Demonstrate the knowledge, understanding and skills needed.</p>

	<p>To consider ways recipes can be modified to meet the nutritional needs of young people.</p> <p>To identify and explain the factors that affect individual food choice.</p>	<p>Nutritional Guidance for Children and Young People</p> <p>Why do we need to adapt or modify recipes?</p> <p>How can we adopt recipe to suit our needs?</p>	<ul style="list-style-type: none"> List the actions in the school food standards related to school lunches and discuss why the recommendations have been made. Suggest and explain ways recipes can be modified to meet the nutritional needs of young people; identify alternatives to meet specific dietary needs, such as lactose intolerance. <p>Healthy Eating</p> <p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p>Marketing for food.</p> <p>Design and make prototype packaging for drinks.</p> <p>Online Safety</p> <p>Respectful relationships including friendships.</p> <p>Valentines day 14th of February</p> <p>Career links</p> <p>Students will understand that Food technology is not only about cooking but that there are numerous careers opportunities available.</p> <p>These includes:</p> <ul style="list-style-type: none"> ❖ Food technologists ❖ Food scientists ❖ Quality manager ❖ Nutritional therapists ❖ Research scientists 	<p><i>Main activity 1</i></p> <p>Investigate the main reasons/factors that affect food choice more fully with the class. These might include:</p> <ul style="list-style-type: none"> • individual energy and nutrient needs; • diet and health; • religion and culture; • cost of food; • food availability. • time of day and occasion; • food preferences; • social considerations; • environmental considerations; • advertising and other point of sale information. <p>Give students 5 minutes to list what they think are the main needs for young people. They should be able to give reasons.</p>
<p>Spring 2</p>	<p>The importance of breakfast</p> <p>Make a healthy breakfast</p> <p><u>Practical:</u></p>	<p>To recognise the importance and role of having breakfast.</p> <p>To be aware of healthier breakfast options available.</p>	<p>Name at least three benefits of eating breakfast every day.</p> <p>Use the "Rule of 3" to plan and recognize whether a breakfast is balanced.</p>	<p>Design a healthy breakfast menu.</p>

Summer 2

Understanding the different food groups.

Understand what nutrients are.

Practical

Baking with fruit.

Make fruit burst muffins

Coconut muffin

Banana muffin

- 5 main nutrients provided by the diet
- Functions of nutrients in the body
- What is the Eatwell plate
- How can dishes/meals be made balance using the principles of the Eatwell plate
- 5 main groups of food that provide food sources to the diet

Key Words:

Nutrients
Carbohydrate
Protein
Fat
Vitamins and Minerals
Balanced diet
Eat well Plate

How the Eatwell plate works with 7 a Day and How the principles of *The Eatwell Guide*, relate this to their own diet and cultures

To evaluate food products using the five senses and consider improvements that could be made.

Respect for different preferences for food.

Understand and apply the principles of nutrition.

Physical Health and Fitness

Balanced diets, recognising labels for information on weight, links with diet and exercise, concerns around fast food fast life, health issues and food, allergies, culture and traditions.

Name the main nutrients provided by *The Eatwell Guide* food groups.

Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes.

Career Links

Studying food technology allows students to develop a good mix of subject-specific and scientific skills in areas such as:

- ❖ food analysis
- ❖ food design and development
- ❖ food production
- ❖ food processing and engineering
- ❖ food safety, sustainability and affordability
- ❖ physiology and nutrition

Eat well Plate, labelling and colour coding the different sections.

Activity in booklets asking students to draw round their hand and label their thumb and fingers with the 5 key nutrients as a way to remember them (Fat Thumb, Protein, Carbohydrate (longest finger), Vitamins, Minerals).

Discussion about health conditions that having a poor diet can lead to, with responses written in booklets.

Activity in booklets to complete a blank eatwell plate.