

Our vision is to prepare and motivate our students to develop essential life skills by educating them in healthy eating, creative cooking, imagination and independence.

We aim to instill the skills to go forward and live a healthy lifestyle through a thorough and diverse curriculum.

KS3 FOOD TECHNOLOGY



Year 8

End of topic test



Year 7

Hygiene & safety

Equipment Name and use



Fruit salad practical

Cooker
Multi cultural pizza
Evaluation

The Hob
Spaghetti bolognaise
Curry
Evaluation

Weighing/measuring

Digital scales
Balancing scales
Measuring jug
Measuring spoons
Small cakes
Flavours and textures
Muffins
Evaluation



Rubbing in method

Rock cakes



The Big Picture To introduce the knowledge and skills of preparing, cooking and presenting a wide range of food. Subject knowledge of all students will be developed through practical experiences of cooking and tasting sessions as well as building knowledge of theory

Year Group 7

Intent A scheme of work addresses both theory and practical tasks. It will emphasise the importance of hygiene and safety in the kitchen. Recognise kitchen equipment. Students will carry out practical tasks to develop confidence and independent learning in the kitchen. Dishes to include fruit salad (knife skills), Multi-cultural pizza, using the hob –spaghetti Bolognese/ curry, small cakes (weighing and measuring). Muffins (textures and flavours). This will prepare students for increase in skills levels during Year 8 and 9

Implementation

55-minute lessons per week. The year 7 curriculum will run over one full term. (Autumn, Spring, Summer)
 Theory lessons based on hygiene and safety, kitchen equipment weighing and measuring
 Demonstrations –to reinforce practical skills (visual learning)
 Practical tasks – Kinesthetic learning. The dishes that are produced become more complexed throughout the term. Students will work independently reading the method and listening to instructions. The more confident students within the groups will have the ability to show leadership by supporting their peers.
 Purchasing ingredients will be a weekly home learning task and we encourage students to weigh their own ingredients
 TLAC strategies are at the heart of our implementation – cold calling, everybody writes, turn and talk and the use of whiteboards
 Evaluations (homework). Students revisit the practical tasks and review ‘what went well’, ‘what can be improved’
 Literacy is challenged throughout, mainly through starter activities and plenaries. Key words and communication as students follow recipe instructions
 TLAC strategies followed. Cold calling, everybody writes, turn and talk, and the use of whiteboards feature regularly throughout the delivery of lessons
 Numeracy will be used through weighing and measuring tasks, timings and temperature

Key assessments:
How are you checking against Expected and Greater depth?
 Practical tasks, classwork to be peer and self-assessed
 Homework marked and feedback provided
 End of unit / topic assessment
 Taste testing – reviewing ‘what went well’ and ‘even better if ‘

Prior learning.

Some but limited learning in Primary schools

Future learning (Year 8)

Progression in practical skills. Creaming method, Rubbing in method, Melting method. Use of hob and oven following the theme of ‘Dishes from around the World’

Impact

Students can successfully produce high quality finished products that they are proud of. Their confidence levels will have improved, and they will be trying these recipes repeatedly at home. They will learn a range of basic skills that they will develop over the next few years. This will prepare them for gaining good grades if they were to select the subject at GCSE level and will equip them with general life skills for future (organisation, costings, weighing, cooking, and washing up)

		This is your Powerful Knowledge			
<p>Content Year 7 Basic Skills. Hygiene and safety</p>	<p>To ensure students understand and apply essential hygiene and safety standards in food preparation areas, reducing the risk of contamination and foodborne illnesses.</p>	<p>Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a...")</p> <p>Importance of hygiene in the food room.</p> <p>Key food safety principles: Cleanliness, prevention of contamination, temperature control, and proper food handling. Personal hygiene standards (hand washing, protective clothing, hair control).</p> <p>Discuss the consequences of poor food hygiene (e.g., foodborne diseases).</p> <p>Watch a video on foodborne illnesses and food safety.</p>	<p>Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities)</p> <p>What does greater depth look like</p> <p>TLAC Cold calling Retrieval questioning Peer and self-assessment 321 ends of lesson Turn and Talk</p>	<p>Misconceptions (common errors to look out for but not teach)</p> <p>Cross-contamination is only a risk if raw meat touches food.* Cleaning surfaces once a day is enough. Washing raw meat helps remove bacteria."</p>	<p>Key Vocabulary</p> <p>Hygiene Safety Contamination Foodborne Illness</p>
<p>Equipment. Name and Use</p>	<p>To identify and name different kitchen equipment. To understand the purpose and correct usage of each kitchen equipment To develop skills in using kitchen equipment safely and efficiently</p>	<p>Learn to categorize kitchen equipment based on their functions. Classification of kitchen tools (e.g., cutting tools, cooking tools, measuring tools). Examples of each category (knives, spoons, spatulas, etc.). Show pictures or real-life examples of various kitchen tools and appliances. Show each tool and explain its function. A final quiz or written test on identifying kitchen equipment.</p>	<p>TLAC Cold calling Retrieval questioning Peer and self-assessment 321 ends of lesson Turn and Talk</p>	<p>Wooden Cutting Boards Are Unsanitary The Most Expensive Equipment Is Always the Be</p>	<p>Equipment Function Classification Colander Spatula Palette knife</p>
<p>Fruit Salad</p>	<p>Identify various types of fruits that can be used in a fruit salad. Demonstrate how to prepare and handle fruits safely. Explain the nutritional benefits of fruits. Prepare a simple fruit salad using a variety of fruits. Present the fruit salad attractively.</p>	<p>Begin by discussing what a fruit salad is and why it's a healthy snack. Introduce the concept of food safety (handling knives, washing fruits, using clean surfaces). Show pictures or examples of different fruits that can be included in a fruit salad. Demonstrate the proper technique for peeling and chopping fruits safely. Bridge and claw cut Explain how to mix fruits without mashing them. After preparing the fruit salads, discuss the health benefits of the fruits chosen. For example, vitamin C from citrus fruits, fibre from apples, antioxidants from berries, etc. Students can share their salad creations and explain why they chose those specific fruits</p>	<p>TLAC Cold calling Retrieval questioning Peer and self-assessment 321 ends of lesson Turn and Talk</p>	<p>Fruit Salad Should Always Be Served cold Any Fruit Can Be Mixed Together Fruit Salad is Always Healthy</p>	<p>Fruit Healthy Food safety Technique Bridge cut Claw cut Vitamins Minerals Dietary fibre</p>
<p>The Cooker</p>	<p>Students will be introduced to the basics of cooking and different types of cookers (gas, electric, induction).</p>	<p>Introduction to cooking as a skill</p>	<p>TLAC Cold calling Retrieval questioning</p>	<p>Electric Cookers Take Too Long</p>	<p>Electric Gas Induction</p>

			<p>Types of cookers: Gas, Electric, Induction</p> <p>Parts of a cooker (burners, oven, controls)</p> <p>Hands-on activity: Identifying parts of a cooker</p> <p>Discussion on cooker safety and proper handling safety tips when using a cooker</p> <p>Preventing kitchen accidents (burns, fires, cuts)</p> <p>A quiz or written test covering cooker types, safety tips, and cooking methods.</p>	<p>Peer and self-assessment</p> <p>321 ends of lesson</p> <p>Turn and Talk</p>	<p>Induction Cookers Are Too Expensive</p>	<p>Hob</p> <p>Grill</p> <p>Oven</p> <p>Safety</p>
	<p>Spaghetti Bolognese / Curry</p>	<p>Students will put their skills into practice by preparing simple dishes using the cooker.</p> <p>A choice of Spaghetti Bolognese / Curry</p>	<p>Revisit the cooker – the hob</p> <p>Outline ingredients and equipment to make a successful curry / Spaghetti Bolognese.</p> <p>Emphasis on optional ingredients that add flavour.</p> <p>Video- Spaghetti Bolognese</p>	<p>TLAC</p> <p>Cold calling</p> <p>Retrieval questioning</p> <p>Peer and self-assessment</p> <p>321 ends of lesson</p> <p>Turn and Talk</p>	<p>Bolognese Sauce is Served with Spaghetti</p> <p>Tomato Sauce is the Main Ingredient</p> <p>Ground Beef is the Only Meat Used</p>	<p>Cooker</p> <p>Hob</p> <p>Saucepan</p> <p>Knife</p> <p>Chopping board</p> <p>Wooden spoon</p> <p>Ingredients</p> <p>Recipe</p>
	<p>Weighing and measuring</p>	<p>Students know how to accurately use various tools and techniques for measuring ingredients, which is essential for cooking, baking, and ensuring consistency in recipes.</p>	<p>Understand the importance of accurate measurement in food preparation.</p> <p>Why precision matters in cooking and baking (e.g., consistency, texture, taste).</p> <p>Common units of measurement: grams (g), kilograms (kg), ounces (oz), pounds (lb), quintiles milliliters (ml), liters liters (L).</p> <p>Types of measurements: weight (solids) vs. volume (liquids).</p> <p>Identify kitchen tools (e.g., scales, measuring spoons, jugs).</p> <p>Hands-on activity: Measure a range of ingredients using different tools.</p> <p>Practical exercise of measuring using different tools and units.</p>	<p>TLAC</p> <p>Cold calling</p> <p>Retrieval questioning</p> <p>Peer and self-assessment</p> <p>321 ends of lesson</p> <p>Turn and Talk</p>	<p>Measuring Dry and Wet Ingredients the Same Way</p> <p>All Scales Are the Same</p> <p>Measuring Food Isn't Necessary for Cooking</p>	<p>Accurate Measurement</p> <p>Precision Scales</p> <p>Measuring jug</p> <p>Tablespoon</p> <p>Dessert spoon</p> <p>Teaspoon</p> <p>Volume</p>
	<p>Small Cakes Creaming method</p>	<p>Provide a simple recipe (e.g., cakes) and have students measure ingredients accurately.</p> <p>Students will prepare a dish that requires precise measuring and weighing of ingredients.</p>	<p>Practical cooking session where students follow a recipe and use accurate measuring techniques.</p> <p>What are small cakes? (Cupcakes),</p> <p>Tools and equipment needed (mixing bowls, whisks, spoons, measuring cups, oven, etc.)</p> <p>Ingredients overview (flour, sugar, eggs, butter, leavening agents, flavourings)</p> <p>Understanding basic ratios in cake recipes.</p> <p>Health and safety in the kitchen (hygiene, safe use of equipment, oven safety).</p>	<p>TLAC</p> <p>Cold calling</p> <p>Retrieval questioning</p> <p>Peer and self-assessment</p> <p>321 ends of lesson</p> <p>Turn and Talk</p>	<p>Small Cakes are Less Delicious Than Larger Cakes</p> <p>Small Cakes are Unhealthy</p>	<p>Creaming method</p> <p>Mixing bowl</p> <p>Measuring jug</p> <p>Baking tray</p> <p>Wooden spoon</p> <p>Recipe</p> <p>Ingredients</p> <p>Flavourings</p>

			<p>Activity: Demonstration of basic cake mixing techniques.</p> <p>Practical task - Create a final batch of small cakes using learned skills and present.</p>			
	<p>Muffins All in one method</p>	<p>Students will be able to prepare, bake, and evaluate muffins using basic ingredients and techniques.</p> <p>Learn to make muffins (basic batter and variations like blueberry muffins)</p>	<p>Introduction to muffin types (sweet and savoury)</p> <p>Differences between cupcakes and muffins (mixing method: muffin method vs. creaming method).</p> <p>The muffin mixing method: dry and wet ingredients mixed separately, then combined with minimal stirring.</p> <p>Adding flavour variations (fruit, chocolate chips).</p> <p>Understanding muffin texture and how to achieve the right consistency.</p> <p>Teacher demonstrates the muffin-making process.</p> <p>Students prepare their own muffin batter</p> <p>Observation of students' technique while mixing and baking</p> <p>Practical task.</p> <p>Informal assessment through group discussions on taste and texture.</p> <p>Peer evaluation on the appearance and texture of muffins.</p>	<p>TLAC</p> <p>Cold calling</p> <p>Retrieval questioning</p> <p>Peer and self-assessment</p> <p>321 ends of lesson</p> <p>Turn and Talk</p>	<p>Muffins are always healthy</p> <p>Muffins and cupcakes are the same</p> <p>Muffins must be made with flour:</p> <p>You should overmix muffin batter</p>	<p>Sweet</p> <p>Savoury</p> <p>Ingredients</p> <p>Recipe</p> <p>Flavour</p> <p>Variations</p>
	<p>Rock cakes Rubbing in method</p>	<p>Understand the history and basic components of rock cakes. Learn the key techniques involved in baking.</p>	<p>Briefly explain the origins and history of rock cakes (e.g., associated with British cuisine, simple but hearty pastries).</p> <p>Introduce basic baking terminology (e.g., rubbing in, sifting, creaming)</p> <p>Demonstrate how to mix ingredients, rub in butter with flour to achieve a breadcrumb-like consistency, add dried fruit, and for</p> <p>Explore variations (e.g., adding chocolate chips or different dried fruits).</p> <p>Students make their own batch of rock cakes following the steps.</p> <p>Discuss what makes a successful rock cake: texture (crumbly but not dry), colour, and appearance.</p> <p>Troubleshoot common mistakes (e.g., dough too wet, cakes not rising enough)</p> <p>Ask students to reflect on what worked well and what could be improved in the</p>	<p>TLAC</p> <p>Cold calling</p> <p>Retrieval questioning</p> <p>Peer and self-assessment</p> <p>321 ends of lesson</p> <p>Turn and Talk</p>	<p>They're "rock-hard"</p> <p>They are a type of fruitcake:</p> <p>They're difficult to make</p>	<p>Origins</p> <p>History</p> <p>British</p> <p>Cuisine</p> <p>Rubbing in</p> <p>Sifting</p> <p>Ingredients</p> <p>Recipe</p> <p>Breadcrumb</p> <p>Variations</p>

KS3 Food Technology

Year 8

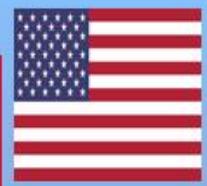
Introduction
Dishes from
around the
world



Caribbean
Banana Bread



Mexico .
Chilli Con
Carne



America
Chocolate
Brownies



China
Stir fry



Scotland
Flapjacks



Italy
pizza



Shrewsbury biscuits



End of
topic test

Year
9



The Big Picture Year 8 students will demonstrate progression by continuing to prepare and cook dishes that follow the topic 'Dishes from around the World'

Intent A scheme of work addresses both theory and practical tasks. It will involve a research task to explore staple dishes / ingredients from a range of countries. Recipes include Banana Bread (Caribbean), Chilli con Carne (Mexico), Brownies (America), Stir fry (China), Flapjacks (Scotland), Pizza (Italy) and lastly Shrewsbury Biscuits to complete the journey / topic

Implementation

55- minute lessons per week. The year 8 curriculum will run over one full term. (Autumn, spring, Summer)
 Students will complete a set of skills that follow on from Year 7. The dishes that are produced again become more complexed throughout the term
 Students will work independently reading the methods and listening to instructions
 The more confident students within the groups will have the ability to show leadership by supporting their peers
 Purchasing ingredients will be a weekly home learning task and we are encouraging students to weigh their own ingredients. The Year 8 focus is based on staple foods / ingredients from other countries which links to various target groups / nutritional needs
 Students will reflect on previous lessons with TLAC strategies. Cold calling, everybody writes, turn and talk and the use of whiteboards feature regularly throughout the delivery of lessons. This will help to develop and recall knowledge as part of revision for assessment
 The aim within Food is to create as many 'WOW' moments as possible. To get students excited about trying new foods as well as new skills and techniques. The use of literacy will be developed throughout lessons by use of key word and communication as students follow their recipes. Numeracy will be used through weighing and measuring tasks, timings and temperature.

Key assessments:(how are you checking against Expected and Greater depth?)
 Practical tasks, classwork to be peer and self-assessed
 Homework marked and feedback provided
 End of unit / topic assessment
 Taste testing – reviewing 'what went well' and 'even better if '

Prior learning
 Year 7. Basic skills.

Future Learning.
 Year 9
 Preparing students for GCSE
 Introduction to 'Eat Well Plate'

Impact

Students can successfully produce high quality finished products that they are proud of. Their confidence levels will have improved, and they will be trying these recipes over and over, again at home. Their skills level and confidence within cooking will develop and they will be able to take the dishes and know and understand how to adapt them to suit a range of needs (coeliac, Lactose Intolerant and Vegetarian). They will experience new foods along with new preparation and cooking methods.
 This will prepare them for gaining good grades, if they were to select the subject at GCSE level and will equip them with general life skills for future (planning, organisation, timing, costings, weighing, cooking and washing up)

This is your Powerful Knowledge					
Content		Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a....")	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities)	Misconceptions (common errors to look out for but not teach)	Key Vocabulary Balanced diet Nutrients
Dishes from around the world	Food is produced all around the world. Name and locate food which is produced outside the UK Explore the Culinary traditions and cultural significance of dishes from different countries. Understand the key ingredients and cooking methods used in global cuisines Develop practical skills by preparing dishes from different parts of the world.	Extend knowledge and understanding of food from around the world.	What does greater depth look like?		
Caribbean – Banana Bread	To introduce students to the diverse and vibrant flavours of Caribbean cuisine through a practical cooking lesson and cultural exploration. Students will gain hands on experience in preparing banana bread learning about regional ingredients and cooking methods	Exploration of Caribbean culinary history. Introduction to common Caribbean ingredients (yams, plantains, bananas and nutmeg) Understand the history and cultural significance of banana bread in the Caribbean. Identify key ingredients used in Banana bread. Demonstrate how to prepare and bake traditional Banana bread. Learn the importance of texture, flavour balance and baking techniques in Banana bread	TLAC Cold calling Retrieval questioning Peer and self-assessment 321 ends of lesson Turn and Talk	Only overripe bananas should be used. Banana bread is supposed to be dense and heavy. Banana bread needs more sugar	Caribbean Cuisine Flavours Regional Ingredients Culinary Texture Flavour
Mexico Chilli-Con-Carne	Introduce students to the essential ingredients, techniques and traditional dishes of Mexican cuisine. Prepare and cook Chilli-Con-Carne	Understand the history and culture behind Mexican food Learn about essential Mexican ingredients (corn, beans, peppers, chillis) Practical activity – Chilli-Con-Carne	TLAC Cold calling Retrieval questioning Peer and self-assessment 321 ends of lesson Turn and Talk	Mexican food is always spicy Mexican food is just tacos and burritos All Mexican food is fried	Ingredients Tradition Cuisine Culture Mexican
America Chocolate Brownies	Students will learn basic facts about the United States, its cuisine and cultural diversity. Recognise iconic American dishes Students will learn about American dessert culture with a focus on Brownies as a famous treat	The origins of Brownies (possibly from the early 1900's in America) Key ingredients and variations of Brownies Step by step instructions for baking Brownies Demonstration of preparing and cooking Brownies The science behind how heat effect the texture of Brownies	TLAC Cold calling Retrieval questioning Peer and self-assessment 321 ends of lesson Turn and Talk	Brownies are always baked in a square tin Brownies are always dense and fudgy	Ingredients America Instructions Science Dessert Cuisine Cultural
China Stir fry	An exploration of Chinese cuisine. Identify key ingredients used in traditional Chinese dishes Demonstrate basic cooking techniques used in Chinese cuisine – Stir fry Plan, prepare and cook stir fry with confident use of the Wok	Understand the key ingredients, flavours and cultural significance of Chinese food. Introduction to essential Chinese ingredients (soy sauce, ginger, garlic) Watch a short video – Facts about China Learn about popular Chinese dishes and the cooking methods used - Wok	TLAC Cold calling Retrieval questioning Peer and self-assessment 321 ends of lesson Turn and Talk	All Chinese food is the same. Chinese food is always greasy and fried Chinese food is all about rice and noodles. Chinese food is always spicy	Chinese Cultural Stir fry Wok Hob Ingredients Flavours
Scotland - Flapjacks	Exploring the diverse culinary traditions, history and local ingredients of Scottish cuisine. To develop practical cooking skills using traditional Scottish ingredients – porridge oats To explore food sustainability, sourcing local produce and how Scottish cuisine fits into modern diets	Discussion- what are the key ingredients in Scottish cuisine (oats, haggis, neeps and tatties) Short video on the harvest of oats into porridge oats.	TLAC Cold calling Retrieval questioning Peer and self-assessment 321 ends of lesson Turn and Talk	Oats are only for breakfast Instant oats are unhealthy Flapjacks are unhealthy	Diverse Culinary Traditions Ingredients Scotland Sustainability Sourcing Cuisine

			<p>Discuss current health trends in Scotland and their impact of food</p> <p>To learn how to prepare and bake flapjacks</p> <p>To understand the basic cooking methods such as the melting method and baking.</p> <p>To explore the nutritional benefits of flapjacks.</p> <p>Demonstration – Flapjacks.</p>			Porridge Nutritional
	Italy Pizza	<p>Students will learn the history and philosophy of Italian cooking.</p> <p>To develop practical skills using traditional Italian ingredients.</p> <p>Plans prepare and cook Pizza pin wheels</p>	<p>Explore key ingredients of Italian cooking</p> <p>Explore the range of pasta types available</p> <p>Explore Italian culinary tools and equipment (pasta machine)</p> <p>History and evolution of pizza</p> <p>Short video for dough preparation</p> <p>Discuss topping choices and traditional pizza combinations</p> <p>Demonstration – Pizza pin wheels</p>	<p>TLAC</p> <p>Cold calling</p> <p>Retrieval questioning</p> <p>Peer and self-assessment</p> <p>321 ends of lesson</p> <p>Turn and Talk</p>	<p>Pizza should always have tomato sauce</p> <p>All pizza is unhealthy</p> <p>Spaghetti is the most common type of pasta</p>	<p>Italian Philosophy</p> <p>Skills</p> <p>Traditional</p> <p>Practical</p> <p>Equipment</p> <p>Dough</p>
	Shrewsbury Biscuits	<p>Students will learn how to make Shrewsbury biscuits, a traditional British treat.</p> <p>To develop practical skills and prepare and cook Shrewsbury biscuits</p>	<p>Understand the historical background of Shrewsbury biscuits</p> <p>Identify key ingredients used in making Shrewsbury biscuits</p> <p>Demonstration. – Introduce ingredients and explain their purpose.</p> <p>Show examples of Shrewsbury biscuits and explain their <u>characteristic</u>; delicate texture, light flavour and simple decoration</p>	<p>TLAC</p> <p>Cold calling</p> <p>Retrieval questioning</p> <p>Peer and self-assessment</p> <p>321 ends of lesson</p> <p>Turn and Talk</p>	<p>Shrewsbury biscuits are always decorated with jam</p> <p>They are difficult to make</p>	<p>Historical</p> <p>Traditional</p> <p>Shrewsbury</p> <p>Biscuits</p> <p>Ingredients</p> <p>Texture</p> <p>Flavour</p> <p>decoration</p>

KS3 Food Technology

Year 10



Year 9

Introduction to 'Eat well Plate@

Importance of fruit and vegetables Practical. Revisit knife skills. Bridge and claw cut

Importance of starchy foods in the diet

Bread roll practical



@AL3AM

Meat cookery. Comparison of free range and intensive farming Practical work. Meat alternatives. Fish

Dairy- Milk and cheese. Practical



Eat less fat / sugar Swiss roll practical Reducing sugar in small cakes



The Big Picture To further develop the knowledge and skills of preparing, cooking and presenting a wide range of cooking food. Subject knowledge of all students will be developed through practical experiences of cooking and tasting sessions as well as building knowledge of theory from year 7 and 8. The new skills now become more advanced in preparation for GCSE

Intent Year 9 aims to increase the skill set even further by following the 'Eat Well Plate'. Each section will be explored, and dishes created in line with each of the 5 sections. Fruit /Vegetables, Meat/ Fish/ Eggs. (Protein). Pasta, Potatoes, Bread , Rice (Carbohydrates). Dairy products (Minerals and Vitamins) Students will carry out investigative tasks on the research of reducing Fat and Sugar in the diet. To develop students' knowledge and understanding as they increase their skills levels as the dishes become even more complexed and challenging . The next steps from here are to encourage students to opt for the subject for GCSE. Year 9 will provide them with the skills levels they will need to begin the course

Implementation

55-minute lessons per week. The year 9 curriculum will run over one full term. (Autumn, Spring, Summer) Students will complete a set of skills that follow on from Year 7 and 8. The dishes that are produced again become more complexed throughout the term challenging students' abilities. Students will work independently reading the methods and listening to instructions The more confident students within the groups will have the ability to show leadership by supporting their peers Purchasing ingredients will be a weekly home learning task and we are encouraging students to weigh their own ingredients. The Year 9 focus is based on the 'Eat Well Plate' and to explore extensively each of the 5 sections Students are encouraged to select time-saving equipment to enhance confidence skills in preparation of GCSE tasks Students will reflect on lesson content by following TLAC strategies - cold calling, everybody writes, turn and talk and the use of whiteboards. This will help to develop and recall knowledge as part of revision for assessment The use of literacy will be developed throughout lessons by use of key word and communication as students follow their recipes. Numeracy will be used through weighing and measuring tasks, timings and temperature.

Key assessments: (how are you checking against Expected and Greater depth)
Each practical lesson students will be given an overall assessment for their skill level, independence, hygiene This will be recorded on data; pillar drops and Arbor. Theory and knowledge will be self, and peer assessed. Homework (evaluation skills) will be marked fortnightly and feedback provided. Testing / end of unit test

Prior learning

Year 7. Basic skills.
Year 8. Eat well plate
General practical skills

Future Learning (GCSE)

AQA Food Preparation and Nutrition.
Food Preparation skills
Food Nutrition and Health
Food science
Food safety
Food choice

Impact

Students will be able to successfully produce high quality finished products that they are proud of. Their confidence levels will have improved, and they will be trying these recipes over, and over again at home. Their skills level and confidence within cooking will develop and they will be able to take the dishes and know and understand how to adapt them to suit a range of needs. They will experience new foods along with new preparation and cooking methods. This will prepare them for gaining good grades, if they were to select the subject at GCSE level and will equip them with general life skills for future (planning, organisation, timing, costings, weighing, cooking and washing up)

		This is your Powerful Knowledge			
Content	Substantive Knowledge (Established facts -	Disciplinary Knowledge (specialist and in-depth subject knowledge "thinking like a...")	Key formative questions (TLAC – cold calling/whiteboards/ AFL opportunities) What does <u>greater depth</u> look like?	Misconceptions (common errors to look out for but not teach)	Key Vocabulary Balanced diet Nutrients Food provenance
Eat Well Plate	The Eatwell Plate is a visual representation of a balanced diet, emphasizing five food groups: starchy foods, fruits and vegetables, dairy, protein sources, and foods high in fat or sugar. The aim is to guide students in achieving a healthy and well-rounded diet.	Extend knowledge and understanding of food, diet and health. Extend food preparation and cooking techniques. Extend knowledge of food provenance and consumer information. Extend and apply knowledge of consumer food and drink choice. Students will build and apply expanding repertoire of knowledge, understanding and skills to create and make high quality dishes. Students will evaluate and test their ideas and make recommendations for improvements.	TLAC: Cold calling Retrieval questions Peer /self-assessment 321 at end of lesson Turn and talk.		
Introduction to the eat Well Plate	<ul style="list-style-type: none"> To learn that there are 5 food groups that make up a healthy diet To know why each food group is important To understand why some food groups are larger segments of the Eatwell Plate than others To be able to map your own food choices against onto the appropriate food groups. 	Describing and applying The Eat Well Guide and the 8 tips for healthy eating. Explaining energy and needs through life. Explain key nutrients, sources and functions	TLAC: Cold calling Retrieval questions Peer /self-assessment 321 at end of lesson Turn and talk.		Healthy Energy Nutrients Sources Functions
Fruit	To learn that keep us healthy, we need to eat as many different kinds as possible. These foods are all the colours of the rainbow. These foods are good for a healthy heart. Most people should eat more of these foods.	Classification of Fruit Nutrients and importance of fruit in the diet. To secure and demonstrate weighing and measuring, knife skills, using the hob and oven to prepare and cook Fruit crumble Fruit muffins Fruity Flapjacks. Dutch apple cake. Secure and demonstrate the principles of food hygiene and safety.	TLAC: Cold calling Retrieval questions Peer /self-assessment 321 at end of lesson Turn and talk.	Tomato is a fruit	Classification Fruit Nutritious Hygiene Safety
Vegetables	Aim for at least five portions a day; rich in vitamins, minerals, and fibre	Recognise the importance of vegetables in the diet. To secure and demonstrate knife skills. Practical task to enhance skills and confidence of bridge and claw cut	TLAC: Cold calling Retrieval questions Peer /self-assessment 321 at end of lesson Turn and talk.		Vegetables Vitamins Minerals
Starch	We need to eat a lot of these foods. Foods in this group include bread, rice, potatoes, pasta and cereals. These are all high in something called "Starch". They give us energy. Some of these foods also give us "fibre" which keeps our digestion working properly.	To know and understand where key ingredients come from and how they are grown. Field to fork. Rice, Potatoes, Bread.	TLAC: Cold calling Retrieval questions		Potatoes Rice Pasta Bread Dietary fibre

			<p>To explain the science of biological raising agents – yeast. To secure and demonstrate kneading and shaping of bread dough</p>	<p>Peer /self-assessment 321 at end of lesson Turn and talk.</p>		Digestion
	Meat / Meat Alternatives	<p>Nutritional Benefits of eating meat. Types of meat. Red meat and white meat. Environmental impact Ethical considerations</p> <p>Alternative Proteins: The rise of plant-based diets and lab-grown meat as alternatives to traditional meat consumption.</p>	<p>Protein Source: Meat is a rich source of high-quality protein, essential for muscle growth, repair, and overall health. To investigate the information and guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare. Identify and explain food certification and assurance schemes.</p> <p>To identify vegetarian alternatives to the meat and fish using vegetable sources. Quorn, soya or tofu as a meat substitute. Taste test of Quorn</p>	<p>TLAC: Cold calling Retrieval questions Peer /self-assessment 321 at end of lesson Turn and talk.</p>		<p>Environmental Ethical Protein Growth Vegetarian Quorn Tofu Tempeh Seitan Jack fruit</p>
	Dairy	<p>Foods in this group are high in calcium. This makes our bones and teeth strong. Foods include milk, cheese and yoghurt.</p>	<p>To explain the characteristics of a range of dairy products. To secure and demonstrate weighing and measuring, grating, rubbing in forming and shaping, rolling out and using the oven to prepare and cook cheese straws.</p>	<p>TLAC: Cold calling Retrieval questions Peer /self-assessment 321 at end of lesson Turn and talk.</p>		<p>Dairy Cheese Yogurt Calcium</p>
	Eat less fat	<p>Eating less fat, particularly saturated and trans fats, can have several health benefits</p>	<p>Heart Health: High intake of saturated fats can raise LDL (bad) cholesterol levels, increasing the risk of heart disease and stroke. Reducing these fats can help improve cholesterol profiles and lower cardiovascular risk. Chronic Disease Prevention: Diets high in unhealthy fats are associated with a higher risk of conditions like type 2 diabetes and certain cancers. Reducing fat intake can help lower these risks.</p>	<p>TLAC: Cold calling Retrieval questions Peer /self-assessment 321 at end of lesson Turn and talk.</p>	<p>It's important to remember that not all fats are bad; healthy fats, like those found in nuts, seeds, avocados, and fish, can be beneficial when consumed in moderation.</p>	<p>Saturated Unsaturated Cholesterol Cardiovascular Diabetes</p>
	Eat less Sugar	<p>Eating less sugar is important for several reasons, especially when following a balanced diet like the Eat Well Plate</p>	<p>Health Risks: High sugar intake is linked to various health issues, including obesity, type 2 diabetes, heart disease, and dental problems. Nutrient Density: Foods high in sugar often lack essential nutrients. Reducing sugar allows for more room in your diet for nutrient-dense foods like fruits, vegetables, whole grains, and lean proteins. Long-term Habits: Eating less sugar fosters healthier eating habits that can lead to better overall health and well-being in the long run.</p>	<p>TLAC: Cold calling Retrieval questions Peer /self-assessment 321 at end of lesson Turn and talk.</p>	<p>Too much sugar is not connected to diabetes</p>	<p>Obesity Tooth decay Heart disease Nutrients</p>