Food & Nutrition Year 7
SUBJECT OVERVIEW

	Substantive Knowledge	**Disciplinary Knowledge**	**Assessment**
Half-term 1 <u>Key words:</u> Eatwell Guide Fruit Vegetables Vitamins Minerals Hygiene Bridge Hold Claw grip Sensory analysis Nutrient	**An introduction to the Eatwell Guide:** **The importance of fruits and vegetables** **<u>Practical Assessed Lessons:</u>** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture **<u>Theory content:</u>** • Health & Safety • Equipment	**Practical Outcomes: Fruit salad, crudites and dip, Coleslaw/ Russian salad** **<u>Practical Assessed Lessons:</u>** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish **<u>Theory content:</u>** ✓ How to work safely when cooking – use of knives, hobs and ovens ✓ Washing up properly after practical lessons – hygiene ✓ Through cooking, students will learn the importance of nutrition and food hygiene by putting their learning into practice ✓ students will learn how to use a variety of equipment and carry out different cooking methods	<u>Practical Outcome:</u> **Fruit salad** (/15) **Crudites and dip** (/15) **Coleslaw** (/15) **Assessment 1:** (/15)

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	• Food Hygiene • Nutrition and Eating our 5-a-day • How to use your senses to analyse the taste, texture, aroma and appearance of food • Understanding the term 'sensory analysis' and knowing what it entails • Which nutrients and vitamins and provided by different fruits and vegetables and how they can benefit our health	✓ Acquire knowledge of the Eatwell Guide and how to eat healthily based on the food group proportions – this term will focus on fruits and vegetables more closely. ✓ Researching and questioning the nutrient qualities of fruits and vegetables in relation to the Eatwell Guide ✓ Using a variety of fruits and vegetables in the dishes they produce	
Half-term 2 <u>Key words:</u> Cereal Simple/ complex carbohydrate Energy Calories Metabolism Fibre Hob Combine Food presentation	**The Eatwell Guide:** **The importance of cereals and carbohydrates** **<u>Practical Assessed Lessons:</u>** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture	**Practical Outcomes: Granola bars, savoury rice/ couscous salad, layered pasta salad** **<u>Practical Assessed Lessons:</u>** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water	<u>Practical Outcome:</u> **Flapjacks** (/15) **Couscous salad** (/15) **Fruit/Apple crumble** (/15) **Assessment 2:** (/15)

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Regular balanced diet Weigh Measure	**Theory content:** • The difference between simple and complex carbohydrates • How we use energy and calories from carbohydrate sources • Functions of carbohydrates • The importance of a healthy breakfast for metabolism • The function of fibre in the body • How to make a balanced dish based on the Eatwell Guide principles and previous knowledge of fruits and vegetables	✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish **Theory content:** ✓ Research and analysis of different types of carbohydrate sources ✓ Understanding how the body uses simple and complex carbohydrates differently ✓ Designing different breakfast options that use a varied range of carbohydrate types ✓ Explaining how a balanced breakfast can kick start metabolism ✓ Adapting recipes to make them healthier based on the Eatwell guide	
Half-term 3 Key words: Dairy Calcium Vitamin D Sugar Grill Bake Weigh Measure Lactose intolerance	**The Eatwell Guide:** **Calcium & Dairy** **Practical Assessed Lessons:** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness	Practical Outcomes: Croque monsieur, mascarpone trifle, cup cakes **Practical Assessed Lessons:** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination	Practical Outcome: **Croque monsieur** (/15) **Mini trifle** (/15) **Cupcakes/butterfly cakes** (/15) **Assessment 3:** (/15)

	• Judging and testing by taste, smell and texture **<u>Theory content:</u>** • The importance of dairy within a balanced diet based on the principle of the Eatwell guide • Alternatives to dairy • Medical needs within a diet • How calcium adds to a healthy diet • The function of vitamin D • The importance of fat within a balanced diet • Saturated and unsaturated fats • Enjoying sugar healthily	✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish **<u>Theory content:</u>** ✓ Research different sources of dairy products and how they can be healthier to consume ✓ Research different sources of alternative dairy products and understand how this can be a medical requirement for some people ✓ Explain what lactose intolerant means ✓ Understand how calcium and vitamin D work together to form strong teeth and bones	

Food Technology Year 8
SUBJECT OVERVIEW

	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1 Key words: Hygiene Safety Pan frying Food sources Seasonality Meat products Carbohydrates Cereals Grower Produce Staple food Food miles	**Sources and seasonality:** **Where our food comes from** **Practical Assessed Lessons:** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture **Theory content:** • Health & Safety • Deeper knowledge and understanding of food and nutrition.	**Practical Outcomes: Banana bread, Meatballs, Two tomato sauce** **Practical Assessed Lessons:** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish **Theory content:** ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Recall and apply the principles of *The Eatwell guide* and the 8 tips for healthy eating; ✓ Name the key nutrients, sources and functions;	Practical Outcome: **Banana bread** (/15) **Meat Balls** (/15) **Two tomato sauce** (/15) **Assessment 1:** (/15)

Food Technology Year 8
SUBJECT OVERVIEW

	• Food provenance. -Sources of meat products -Sources of cereals/ carbohydrate -Sources of fruit/vegetables -Staple food around the world -From farm to fork	✓ Name different sources of various meat products ✓ Demonstrate an understanding of the farm to fork principles ✓ List and recall where staple food from around the world are produced ✓ Understand that different countries have different basic staple food sources and why this is	
Half-term 2 <u>Key words:</u> Vegetarian Vegan Kosher Halal Medical Regular Lactose Gluten Intolerance Religion Culture Combine	**The Eatwell Guide:** **Different types of diet** **<u>Practical Assessed Lessons:</u>** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture	**Practical Outcomes: Chicken Sharwarma, frittata, savoury rice** **<u>Practical Assessed Lessons:</u>** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish	<u>Practical Outcome:</u> **Chicken Shawarma** (/15) **Frittata** (/15) **Savoury rice** (/15) **Assessment 2:** (/15)

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Grill Bake Hob	**Theory content:** • Types of vegetarianism • Types of religious orientated diet -Halal principles -Kosher principles • Medical diets • Regular diet – Eatwell guide principles • Students should compare and understand the basic principles of different diets and reasons for choice	**Theory content:** ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Research and analysis of different types of diet for religious, cultural and medical reasons as well as choice ✓ Understanding why people choose to eat different types of foods ✓ Understand intolerance to certain foods such as lactose and gluten ✓ Explaining how different diets can still fulfil the principles of the Eatwell guide ✓ Adapting recipes to suit different diet choices	
Half-term 3 Key words: Fat Saturated Unsaturated Sugar Sensory analysis Alternative Improvement	**The Eatwell Guide:** **Healthier sweet treats-Adapting recipes** **Practical Assessed Lessons:** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making	**Practical Outcomes: Mini fruit cakes, Cookies, Gingerbread** **Practical Assessed Lessons:** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently	Practical Outcome: **Mini fruit cakes** (/15) **Cookies** (/15) **Gingerbread** (/15) **Assessment 3:** (/15)

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Bain Marie Shape (dough)	• Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture **Theory content:** • Where sugar and fat fit within the principles of the Eatwell guide • Alternatives to sugar • Alternatives to saturated fat • The difference between 'healthy' and 'healthier' • Designing healthy sweet treats • Sensory analysis	✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish **Theory content:** ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Different sources of sugar ✓ Alternative sugar products and understand how this can help to reduce the calorie content of recipes to improve health ✓ Fats – saturated/ unsaturated. Compare saturated and unsaturated fats and how these can have a positive/ negative effect on the body. ✓ Design a recipe that promote a healthier improvement ✓ Use sensory analysis to critique different food products ✓ Explain how we can consume sugar healthily without impacting negatively on a diet that follows the Eatwell Guide principles	

Food Technology Year 9
SUBJECT OVERVIEW

	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1 Key words: Food culture Quesadilla Stir fry Wok Roll (pastry) Bake Dough Spanish Mexican French	**Cultures of the world** **Practical Assessed Lessons:** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture **Theory content:** • Health & Safety • Nutrition • Breakfast culture across different parts of the world • Types of recipes across the world • Compare different types of food culture and explain how the differences may have appeared – either over time or due to weather conditions and therefore staple foods	**Practical Outcomes: Quesadillas, stir fry, Fajitas** **Practical Assessed Lessons:** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish **Theory content:** ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ **Nutrition-**Carbohydrates, Protein, Fts, Vitamins & Minerals ✓ Look at different types of breakfasts from across the world – part of tasting lesson.	Practical Outcome: **Quesadillas** (/15) **Stir fry** (/15) **Fajitas** (/15) **Assessment 1:** (/15)

Food Technology Year 9
SUBJECT OVERVIEW

		✓ Research different types of recipes from across the world – e.g. Spanish/ Mexican	
Half Term 2 <u>Key words:</u> Street food Consume Recycle Economics Convenience Geographical Transportable Phenomenon	**Street food:** **<u>Practical Assessed Lessons:</u>** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture **<u>Theory content:</u>** • Where is street food popular?	**Practical Outcomes: Chocolate brownies, Cheesecake, Burgers** **<u>Practical Assessed Lessons:</u>** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish **<u>Theory content:</u>** ✓ Research different types of street food from around the world	<u>Practical Outcome:</u> Sweet and Sour Chicken (/15) Chocolate brownies (/15) Naan bread (/15) **(Could do seasonal recipe e.g Mince pies)** **Assessment 2:** (/15)

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	• Why has street food become such a phenomenon across the world? • Different types of street food • Is Street food a typical convenience food? Explain • Changes in Street food culture based on geographical area • The affect of political and social economics on availability and cost • Prices of typical meals • Methods of consuming • Methods of cooking	✓ Design your own savoury, street food inspired recipe suitable for a festival. Include costings and time plan. ✓ Explain how food needs to be presented and made accessible to eat without a table or usual cutlery etc (recycling) ✓ Explain how street food changes based on geographical location ✓ Understand and explain how economics (eg Ukraine war) can affect availability and cost of food ✓ Research and compare different types of cooking methods for street food versus traditional catering kitchen	
Half-term 3 <u>Key words:</u> Knead Prove Naan bread Consumer Availability Traceability Sustainability	**Consumer issues and trends in food** **<u>Practical Assessed Lessons:</u>** During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant): • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture • Students will secure the creative, technical and practical expertise needed to perform everyday tasks confidently.	**Practical Outcomes: Pizza, Cheesecake, Burgers** **<u>Practical Assessed Lessons:</u>** During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice: ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated	<u>Practical Outcome:</u> Pizza /15) Cheesecake (/15) Burgers (/15) **Assessment 3** (/15)

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	• Students will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people. Theory content • Extend knowledge and understanding of food, diet and health. • Extend food preparation and cooking techniques. • Extend their knowledge of food provenance and consumer information. • Extend and apply their knowledge of consumer food and drink choice. • Students will evaluate and test their ideas and the work of others, and make recommendations for improvements.	✓ Demonstrate good presentation skills of a finished dish Theory content ✓ Apply the principles of *The Eatwell Guide* and relate this to diet through life; ✓ List and explain the dietary needs throughout life stages; ✓ Investigate Food labelling ✓ explain the characteristics of ingredients and how they are used in cooking ✓ Cooking Methods ✓ Design own recipe kit. Focusing on food choice, meal options and food trends.	