

Scheme of Work

Key Stage 3

Year 7 – Food and cooking

Time: 18 hours

Introduction

This scheme of work has been developed to enable pupils to acquire a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance

Aims

- Pupils will develop their knowledge and understanding of ingredients and healthy eating.
- Pupils will develop their knowledge food provenance.
- Pupils will acquire and demonstrate food preparation and cooking techniques.
- Pupils will acquire and demonstrate the principles of food hygiene and safety.
- Pupils will develop their knowledge of consumer food and drink choice.
- Pupils will apply their knowledge to make informed choices.
- Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create high quality dishes for a wide range of people.
- Pupils will evaluate and test their ideas and the work of others.

Learning outcomes overview

Through this scheme of work, pupils will:

- recall and apply the principles of *The Eatwell guide* and the 8 tips for healthy eating, to their own diet;
- discuss energy and how needs change through life;
- name the key nutrients, sources and functions;
- acquire and demonstrate a range of food skills and techniques;
- adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes, increasing in complexity;
- acquire and demonstrate the principles of food hygiene and safety;
- identify how and why people make different food and drink choices;
- demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;
- acquire and apply a knowledge and understanding of food science;
- apply and consolidate their literacy and numeracy skills by using them purposefully in real-life scenarios;
- track their progress using the [*My learning journey booklet*](#) (cooking, nutrition, food provenance, ingredients and creativity).

Prior learning

Pupils will build on their learning in Key Stage 2 Design and Technology: knowledge and skills include:

- use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and *The Eatwell Guide*, food choice.
- knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture.

Teaching and learning overview

Lesson	Learning objectives.
1 Lesson plan 1	To explain the layout of the food room and to recognise, name and locate the tools and equipment in the food room. To describe the expectations for working in the food room including food hygiene and safety practices. To describe sensory evaluation and list the sensory descriptors for a salad.
2 Lesson plan 2	To acquire and demonstrate knife skills and using small equipment to prepare and make a deli salad. To acquire and demonstrate the principles of food hygiene and safety focusing on using knives, the kettle (if using), grater, peeler and other small equipment. To define the senses, how they are used in tasting food and drink and develop descriptive vocabulary.
3 Lesson plan 3	To describe the principles of <i>The Eatwell Guide</i> and relate this to their own diet. To name the key nutrients provided by <i>The Eatwell Guide</i> food groups. To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size. To compare and evaluate existing products.
4 Lesson plan 4	To acquire and demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook a vegetable soup. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, the kettle (hot water), and the hob. To investigate and evaluate the effects of cooking vegetables.
5 Lesson plan 5	To explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet. To discuss energy and energy balance. To identify how lifestyle and culture can affect food choice. To investigate what happens to starchy foods when heat is applied.
6 Lesson plan 6	To acquire and demonstrate weighing and measuring, grating, knife skills, rubbing-in, mixing and stirring, assembling and layering, and using the oven (baking) to prepare and cook a savoury crumble. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, grating, rubbing-in (personal hygiene) and the oven. To calculate the cost of their savoury crumble.
7 Lesson plan 7	To explain where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products. To compare and evaluate a range of dairy and alternative products using food labels and sensory evaluation.
8 Lesson plan 8	To acquire and demonstrate weighing, measuring, grating, slicing, spreading and using the grill to prepare and cook pizza toast. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, grating and the grill. To compare the ingredients, cost and portion size of their pizza toast with restaurant /takeaway pizza.
9 Lesson plan 9	To explain where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet. To list the food choices available for vegetarians and explain how their dietary needs are met. To investigate the characteristics of beans, pulses, fish, eggs, meat and other proteins foods in cooking.
10 Lesson plan 10	To acquire and demonstrate knife skills, using small equipment, portioning and dividing, coating and using the oven (baking) to prepare and cook lemon and herb goujons (or spicy bean burgers). To acquire and demonstrate the principles of food hygiene and safety, focusing on knife skills, handling and cooking fish (if using), and using the oven.
11 Lesson plan 11	To perform a simple product analysis, including an overview of the functional properties of the ingredients, and sensory evaluation. To investigate ways in which recipes can be modified. To write a recipe for fruit or savoury breakfast muffins.

12	To acquire and demonstrate weighing and measuring, peeling, grating, mixing, folding, dividing a mixture, and using the oven to prepare and cook breakfast muffins. To acquire and demonstrate the principles of food hygiene and safety, focusing on knives (if using), the grater, handling eggs, and the oven.
13	To investigate some of the factors that affect food choice. To investigate ways in which food can be made appetising, including seasoning, flavouring, visual appearance, presentation. To investigate the nutritional requirements for teenagers and plan a suitable main meal dish.
14	To acquire and demonstrate knife skills, mixing, using the hob (stir-frying, boiling and simmering), and draining (if using dried noodles) to prepare and cook a stir-fry. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw poultry (if using), the hob and draining. To calculate the energy and nutrients provided by the dish.
15	To acquire and demonstrate measuring, knife skills and using the hob (frying, boiling and simmering) to prepare and cook a vegetable curry. To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives and the hob. To calculate the energy and nutrients provided by the dish.
16	To acquire and demonstrate weighing and measuring, peeling, cutting, blitzing, dividing, forming and shaping and using the grill to make lamb or vegetarian koftas. To acquire and demonstrate the principles of food safety and hygiene, focusing on using knives, handling and cooking raw meat (if using), small electrical equipment and the grill.
17	To consolidate and demonstrate food preparation skills when preparing and cooking a main meal dish suitable for a teenager, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven. To consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), the hob, oven or grill. To evaluate their dish and the practical activity. To calculate the energy and nutrients provided by their dish.
18	Plenary To appraise and evaluate their learning journey. To evaluate their practical cooking experiences.

N.B. The recipes that are suggested in the lesson plans may be substituted. However, alternative recipes should provide the same opportunity to meet the practical learning objectives. A range of recipes can be found here: <https://www.foodafactoflife.org.uk/recipes/>

Resources

- [Food – a fact of life](#) and [British Nutrition Foundation](#)
- [Food Standards Agency](#)
- [NHS Live Well](#)

Risk assessment

Appropriate risk assessment will be undertaken prior to work being carried out in a practical food room. Consult BS4163:2014 and local authority and/or school guidance or other resources.

Risk assessment should address the following areas and those specific to the school, level of supervision, pupils and/or environment:

- personal hygiene;
- food safety and storage of ingredients; food allergens;
- the use of heat sources;
- the use of sharp and bladed equipment;
- the use of electrical equipment;
- class size and level of supervision.

Further information and resources to support good food hygiene and safety practices can be found here: www.foodafactoflife.org.uk

Differentiated learning outcomes summary

All pupils will:	Most pupils should:	Some pupils will have progressed further and could:
Carry out 10 hours practical cooking, making a range of basic dishes. List, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Describe the principles of <i>The Eatwell Guide</i> and relate it to their own diet. Name the main nutrients provided by <i>The Eatwell Guide</i> food groups. Explain the 8 tips for healthy eating. Describe where a range of foods are from and how they are used to create dishes. Identify some factors that can affect food choice. Apply knowledge of ingredients to plan a dish for a specific purpose.	Carry out with skill and accuracy 10 hours practical cooking, making a range of dishes. Explain, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Describe and explain the principles of <i>The Eatwell Guide</i> and relate it to the diet. Name the main nutrients and their functions provided by <i>The Eatwell Guide</i> food groups. Explain and apply the 8 tips for healthy eating to their own diet. Describe and categorise a range of foods, state how they are used to create a wide range of dishes. Identify and explain a range of factors that can affect food choice. Apply knowledge of ingredients to create a dish for a specific purpose and justify their choice.	Independently, with skill and accuracy carry out 10 hours practical cooking, making a range of dishes. Acquire, describe and demonstrate the principles of food hygiene and safety when cooking and manage their implementation independently. Describe and explain the principles of <i>The Eatwell Guide</i>, and use it when devising meals and menus for themselves and others. Name the main nutrients and their functions provided by <i>The Eatwell Guide</i> and recognise that the amount of energy and nutrients provided by food depends on the portion eaten. Explain and apply the 8 tips for healthy eating to the diet. Describe where a range of foods are from, how they are processed and different ways in which they are used to create a range of dishes. Identify, explain and summarise the factors that affect food choice. Plan a new dish taking into account the specific needs; apply their knowledge of ingredients and healthy eating.

Note: Apply the assessment strategies in your school.

National Curriculum (focus areas for Year 7 D&T shown in bold)

Design & Technology Through a variety of creative and practical activities, pupils should be taught the knowledge understanding and skills needed to engage in an iterative process of designing and making. When designing and making, pupils should be taught to: Design ● use research and exploration, such as the study of different cultures, to identify and understand user needs ● identify and solve their own design problems and understand how to reformulate problems given to them ● develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations ● use a variety of approaches, to generate creative ideas and avoid stereotypical responses ● develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools Make ● select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture ● select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties Evaluate ● analyse the work of past and present professionals and others to develop and broaden their understanding ● investigate new and emerging technologies ● test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups ● understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Pupils should be taught to: ● understand and apply the principles of nutrition and health ● cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet ● become competent in a range of cooking ● understand the source, seasonality and characteristics of a broad range of ingredients.
English: Reading Pupils should be taught to understand increasingly challenging texts through: ● learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries; Writing Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through: ● summarising and organising material, and supporting ideas and arguments with any necessary factual detail; ● applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form; Pupils should be taught to plan, draft, edit and proof-read through: ● considering how their writing reflects the audiences and purposes for which it was intended; ● paying attention to accurate grammar, punctuation and spelling; Grammar and vocabulary Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through: ● using Standard English confidently in their own writing and speech;	

Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics:

Number

Pupils should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change

Pupils should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Science: Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- comparing energy values of different foods (from labels) (kJ).

RSE and Health education: (statutory from September 2020)

Healthy eating

Secondary school pupils should continue to develop knowledge specified for primary:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

and cover the specified secondary content:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

and cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

(Note: there are additional statements for Physical health and fitness in the statutory guidance.)

Health and prevention

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

and cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

(Note: there are additional statements for Health and prevention in the statutory guidance.)