

Year 7 Food Technology

	Content Taught	National Curriculum	Essential Knowledge	Assessment	Rationale
Year 7					
HT1	<p>During this half term students will study a unit of work focusing on:</p> <p>Health, safety and food hygiene.</p>	<p>1C Use of equipment, cooking techniques.</p> <p>1B Cook savoury dishes</p>	<p>Students develop their essential knowledge of personal hygiene, clean hands, apron, hair. Temperatures, fridge, freezer, core temperature of meat.</p> <p>Knife skills, Bridge/claw</p> <p>Safe use of the hob</p> <p>Essential knowledge reading for consolidation –FOOD POSIONING ESSENTIAL KNOWLEDGE (Shared area, Technology, Food and Nutrition 2022,Reading pieces, Yr 7)</p>	<p>Summative assessment focused on the essential knowledge and application of the health as safety rules. Correct storage, preparation and temperatures Health and Safety.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p> <p>Formative assessment – Knowledge checker</p>	<p>The KS2 National Curriculum has been delivered in primary schools; therefore Year 7 builds upon this essential knowledge</p> <p>We develop further hygiene and safety skills and knowledge developed at KS2 when students prepare and cook a variety of savoury dishes.</p> <p>This knowledge is essential for the safe storage, preparation and cooking of food in the practical lessons.</p> <p>Essential practical knowledge built upon when they alter the temperature of the hob when making pasta salad HT1</p>

	Introduction to essential practical knife use			questions on health and safety	
HT2	<p>During this half term students will study a unit of work focusing on:</p> <p>Eatwell Guide</p> <p>Healthy Eating</p>	<p>1A Understand the principles of nutrition</p> <p>1B</p>	<p>Students will develop the essential knowledge of healthy eating and the principles of the Eatwell Guide. Balanced diet, 5 portions of fruit/vegetables a day, high fibre, low salt/sugar. Unsaturated rather than saturated fats. Balance of macro nutrients.</p> <p>Developing knife use, bridge/claw, safe use of the hob/oven. Weighing and measuring</p> <p>Essential knowledge for depth - Healthy Eating for teenagers. (Shared Area, Technology, Food and</p>	<p>Summative assessment is focused on the essential knowledge and application of the healthy eating principles in the Eatwell Guide. Meal plans with reasons.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p> <p>Formative assessment</p>	<p>This essential knowledge is built upon when students are required to produce nutritious meal plan incorporating the Eatwell guide principles.</p> <p>Bridge and claw knife techniques are built upon when students prepare a range of vegetables.</p> <p>Food safety knowledge is built upon when students prepare and cook raw chicken a high risk (chicken nuggets) HT2</p>

		<p>Cook savoury dishes</p> <p>1C Competent at a range of cooking techniques</p>	<p>Nutrition 2022, Reading pieces, Yr 7)</p>	<p>Knowledge Checker questions on healthy eating on the whiteboards.</p>	
	<p>Practical knowledge</p>				
HT3	<p>During this half term students will study a unit of work focusing on:</p> <p>Macro/micro nutrients</p>	<p>1A Understand and apply the principles of nutrition and health</p>	<p>Students will develop the essential knowledge of the sources and functions of macro/micro nutrients. Protein, fat, carbohydrates, vitamins, minerals.</p> <p>Rubbing in technique, shaping and forming.</p> <p>Accuracy when using knives, bridge and claw.</p>	<p>Summative assessment is focused on the essential knowledge and application of the macro/micro nutrients. Sources and function of: protein, fat, carbohydrates, vitamins.</p>	<p>This is built upon when students apply nutritional principles to meal plans.</p> <p>Practical knowledge of changing the temperature of the oven when they make pizza HT3</p>

	Practical knowledge	<p>1B Cook savoury dishes</p> <p>1C select and prepare ingredients with a range of utensils/equipment. Awareness of taste, texture and small</p>	Essential knowledge for depth - Dangers of excess sugar. (Shared Area, technology, Food and Nutrition 2022, Reading pieces Yr 7)	<p>Minerals (calcium and iron)</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p> <p>Formative assessment Knowledge Checker on protein, fat, carbohydrates, vitamins, minerals questions in the booklet and on whiteboards.</p>	
HT4	<p>During this half term students will study a unit of work focusing on:</p> <p>Sugar</p>	1A Understand and apply the principles of nutrition	Students will develop the essential knowledge of the dangers of excess sugar in our diet and the common diet related illnesses in the UK.	Summative assessment is focused on the essential knowledge and application of the causes and prevention of the diet related illnesses. Obesity, Type 2	<p>This builds upon the causes of diet related illnesses when students are required to produce a piece of extended writing on obesity.</p> <p>Students develop their Food Science knowledge in</p>

	<p>Diet related illnesses</p> <p>Food Science experiment enzymic browning</p>	<p>1D understand the source, seasonality and characteristics of a broad range of ingredients (sugar)</p> <p>1B Competent in a range of cooking techniques.</p> <p>1C Apply heat in different ways. Awareness of taste</p>	<p>How to conduct a Food Science experiment? Enzymic browning, dextrinization and caramelisation</p> <p>The safe and correct storage of raw meat.</p> <p>Essential knowledge reading for breadth - Rise In Vegetarianism (Shared Area, Technology, Food and Nutrition 2022, Reading Pieces, Yr. 7)</p>	<p>Diabetes, Coronary Heart Disease, Tooth Decay. Extended writing task.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p> <p>Formative assessment Knowledge checker on illnesses by questions in the booklet</p>	<p>relation to the chemical changes and characteristics during the Food Science experiment.</p>
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	<p>Practical skills</p>				
HT5	<p>During this half term students will study a unit of work focusing on:</p> <p>Meal planning for health including teenagers.</p>	<p>1A Apply the principles of nutrition</p> <p>1B Cook healthy savoury dishes</p> <p>1C Competent in a range of cooking techniques, use of utensils.</p>	<p>Students will develop the essential knowledge of nutrition when planning well balanced meals. Eatwell guidelines, 5 a day, low fat, high fibre, low salt/sugar.</p> <p>Developing accuracy, speed and consistency with practical skills</p> <p>Essential knowledge reading for depth - Consequences of excess junk food for teenagers (Shared area, Technology, Food and Nutrition 2022, Reading Pieces Yr 7)</p>	<p>Summative assessment is focused on the essential knowledge and application when meal planning for teenagers. Suitability of dishes and the specific dietary needs .</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p> <p>Formative assessment, knowledge</p>	<p>This is built upon when students are required to use their essential knowledge when they adapt recipes to lower the saturated fat content.</p> <p>Students further develop their practical knowledge when they handle and shape burgers Year 8 Ht2</p>

	Practical skills			checker questions in the booklet and on whiteboards. Protein, calcium, Vitamin C/D.	
HT6	<p>During this half term students will study a unit of work focusing on:</p> <p>Design Technology (Textiles)</p> <p>Project Crazy Creature</p>	<p>1A Use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>1B Identify and solve their own problems and understand how to reformulate problems given to them.</p> <p>1C Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.</p> <p>1E Develop and communicate</p>	<p>Students will develop the essential knowledge of the design process including:- analysis, research, ACCESSFM, design ideas, final ideas, specification and evaluation.</p> <p>Practically they will develop the essential knowledge of health and safety when using equipment. Correct use of scissors, cutting out accurately, threading a needle, embroidery stitches and applique.</p> <p>Essential knowledge for consolidation Obesity (Shared Area, Technology, Food and Nutrition 2022, Reading pieces Year 7</p>	<p>Formative assessment focused on the essential knowledge of the design process,, analysis, research, design ideas, specification and evaluation.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p> <p>Formative assessment if the embroidery stitches running, back, cross stitch. Accuracy and</p>	<p>The KS2 National Curriculum for Design Technology has been delivered in primary school. This half term therefore further develops essential knowledge</p> <p>We develop further safety knowledge and Textile knowledge from KS2. This knowledge is essential to follow the design process with its many stages from analysis to evaluation.</p> <p>Students further develop their essential knowledge when they design, construct and decorate their crazy creature out of fabric.</p>

		<p>design ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral and digital presentations and computer-based tools ,</p> <p>1F Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including CAM.</p> <p>1J Test, evaluate and refine their ideas and products against a specification , tasking into account the views of intended users and other interested groups.</p>		<p>consistency of the stitches.</p> <p>Summative assessment is focused on the essential knowledge shown in the final practical crazy creature product.</p>	
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