

Oasis Academy MediaCityUK Scheme of Learning

Scheme of Learning

Subject: Food, Nutrition and cookery	Year group: 7	Unit / Module Title: Half term 1, 2 + 3 (Sept-Feb) then year group rotated for half term 4, 5 +6
<p><u>How does this unit build on prior knowledge and understanding?</u></p> <p>The scheme of work has been developed to expand knowledge and understanding within specific practical activities, providing all students with the opportunity to learn how to cook, as well as make informed decisions about their diet and health. It aims to introduce learners to basic practical skills including the necessary organisation skills when preparing and cooking food and the implementation of safe and hygienic practices. The content of KS3 Food Technology covers the following areas:</p> <ul style="list-style-type: none"> • Cooking skills • Diet and nutrition • Safety and hygiene <p>With a particular focus on the following topics: Eat well guide, function and sources of nutrients, commodities; fruit, food provenance This unit of work also has a bake off competition included, which discusses how to meet the requirements of a brief.</p> <p>During half term 1,2,+3 In Year 7, students make the following recipes:</p> <p>Fruit salad – introduction to Food Room, demonstration of knife safety, bridge hold and claw grip, peeling, slicing, measuring liquids, washing up, Including safe and hygienic working practice, using, cleaning and storing mixing bowl, jug, knife. Skills including peeling, cutting, coring, dicing (macedoine)</p> <p>Potato and cheese bake – using the hob and oven, weighing solids, bridge hold and claw grip, peeling, slicing, measuring liquids. Including safe and hygienic working practice, using, cleaning and storing mixing bowl, knife, jug, scales, mixing spoon. Skills including peeling, slicing weighing, measuring, baking</p> <p>Apple Crumble – practical including safe and hygienic working practice, using, cleaning and storing hob, saucepan, knife, chopping board, mixing bowl, measuring scales. Skills including peeling, chopping, baking, rubbing in, simmering, weighing, measuring, bridge hold and claw grip, coring and slicing, using the oven.</p> <p>Ragu pasta sauce practical including safe and hygienic working practice, using, cleaning and storing hob, saucepan, knife, chopping board. Skills including peeling, chopping, frying, boiling, simmering, weighing, measuring</p> <p>Cupcakes – practical including safe and hygienic working practice, using, cleaning and storing wooden spoon, sieve, mixing bowl, measuring scales. Skills including baking, creaming, weighing, measuring,</p> <p>Flapjacks – weighing solids and liquids, melting, combining wet and dry ingredients, using the oven</p> <p>Sponge cake (Bake off) practical including safe and hygienic working practice, using, cleaning and storing, bowl, scales, spoons, whisk, rolling pin etc. Skills including measuring, crushing, melting, whisking, decorating.</p>	<p><u>How does the unit of work develop aspirations and link to careers?</u></p> <p>Links to healthy eating habits, Nutrition, and how the chefs in professional kitchens operate</p> <p>This has direct links to the content covered in WJEC Eduqas GCSE Food Preparation and Nutrition and this content is revisited throughout all key stage 3. This enables students to gain the necessary knowledge and understanding should they wish to take this as an option subject.</p>	
<p>Overarching objectives of the scheme and AOs to be covered:</p>	<p>Learning Outcomes (linked to grades or levels or descriptor):</p>	

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During this unit students will: <ul style="list-style-type: none"> • become familiar with (and more confident in) the cooking area; • learn the 4C's to Good Food Hygiene; • learn the safe use of a knife including the bridge hold and claw grip; • use basic kitchen equipment; • use the cooker safely (grill, hob, oven); • prepare a range of fresh ingredients, e.g. peeling, grating, coring; • weigh and measure ingredients; • learn and apply the Eat well Plate model to meal planning (food groups, food, composite dishes, nutrients, application to meal planning); • commodities • Food provenance 		Graded 1-9 <ul style="list-style-type: none"> • THEORY • Apply knowledge and understanding of nutrition, food, cooking and preparation • Plan, prepare, cook and present dishes, combining appropriate techniques • Analyse and evaluate aspects of cooking and nutrition, food cooking and preparation, including food made by themselves
Spiritual Moral Social Cultural Development: Respect for others, communicate effectively. Pupils will take pride in their work, performance and behaviour.	Cross-Curricular Links: Mathematics English Science ICT	Areas covered on the knowledge organiser: <ul style="list-style-type: none"> • Healthy and safety • Weighing and measuring • Eat well guide • Healthy eating • Nutrients and how they benefit us
Key Subject Knowledge Required for Staff:	Literacy skills: – knowledge and understanding of key words <ol style="list-style-type: none"> 1. Reading: - reviewing and develop own and others work. Reading and analysing briefs. 2. Writing: - grammar, clear handwriting 3. Spelling: - key words are used correctly 4. Punctuation: written evidence appropriately punctuated. Speaking and Listening: - feedback from Q & A, reviewing own and other work	Numeracy skills: <ol style="list-style-type: none"> 1. Number calculations: weighing, measuring ingredients. Cooking and preparation timings, quantity of ingredients and number of people the dish serves. 2. Algebra and graphs: 3. Data handling: 4. Measurement: weight of ingredients, size of food when cutting/slicing/dicing 5. Shape and space:
Assessment Foci for the Scheme:	Opportunities for Formative Assessments:	Summative Assessment:
Practical and written	Evaluating – Evaluation of practical's Practical skills in cooking. Self-evaluation Students complete cooker and knife safety assessment Review of work and feedback given	Written assessment Practical observations Review of work and feedback given to students on improvements to the next level.

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Lesson	AO /AF	Learning Objective(s)	Outcome(s)	Lit/Num	Suggested Activities	Differentiation	Resources	Assessment Strategies
1/2		To understand health and safety rules for working in the Food Technology room identify and prevent hazards in a kitchen Understand importance of accurately weighing and measuring	Each student to be aware of the expectations in the subject. Students to gain an understanding of the correct and safe way to handle a knife, how to use the hob and oven safely.	Lit Num	<ul style="list-style-type: none"> ▪ Introduction to the food technology room – discuss expectations of the room, teacher and subject. ▪ Introduce the topic of health and safety in respect of using the kitchen in the academy ▪ Safety in the food room/Hazards/Consequence and prevention. ▪ Knife and cooker assessments; how to use safety. ▪ Importance of weighing and measuring accurately. <ul style="list-style-type: none"> • Identify the hazards that can occur in a kitchen • Describe how to make a hazardous kitchen safer • Explain how to prepare for a practical lesson List the correct order for washing up Design your own version of HATTIE	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	Books Spot the hazard sheet Pens Kitchen environment Handouts -knife and cooker sheet	Discussion Q+A Baseline assessment Marking and feedback of work
3		Describe safe and hygienic working practices to prepare self for cooking Describe safe and hygienic working practices to prepare the cooking environment	Be able to explain how to prepare self and the kitchen, safely and hygienically for cooking with reasons why	Lit Num	Identify hygiene and safety hazards in a diagram of a cooking environment (range – cooking environment: e.g. home, school, catering kitchen, food production factory). Discussion of safe and hygienic working practices to prepare self and cooking environment for cooking.	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen book/ task sheet IT resources	Discussion Q+A Marking and feedback of work

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4	<ul style="list-style-type: none"> To master the safe use of a knife; to produce a fruit salad 	To produce a fruit salad safely	Lit Num	<p>Fruit salad practical - including safe and hygienic working practice, using, cleaning and storing mixing bowl, jug, knife. Skills including peeling, cutting, coring, dicing (macedoine)</p> <p>Photographs to be taken during practical for evidence.</p> <p>Topic 7.2 Topic 7.3 Topic 7.5</p> <p>Hwk? Create a poster on using knives safely</p>	<p>Larger font given to VI students.</p> <p>Additional support given if needed.</p>	<p>Recipe sheet</p> <p>Ingredients and equipment</p>	<p>Observation</p> <p>Discussion</p> <p>Q+A</p>
5	<ul style="list-style-type: none"> To know my strengths and development areas and improve my mistakes 	<p>GROWTH LESSON</p> <p>Produce a storyboard and evaluation demonstrating and evidencing assessment criteria.</p>	Lit Num	<p>Students to evaluate practical and produce a storyboard showing the steps they made to produce the dish. Including the health and safety practices and quality checks, they carried out throughout the practical.</p> <p>Alongside this an evaluation is required (WWW, EBI, key skills/methods used, health and safety checks and also key ingredients and their uses)</p>	<p>Writing frame for low ability.</p> <p>Higher – detail within written explanation – more examples given</p>	<p>Pen Book / task sheet</p>	<p>Discussion</p> <p>Q+A</p> <p>Marking and feedback of work</p>
6	<ul style="list-style-type: none"> Introduction to kitchen equipment and its functions 	To understand the names and functions of kitchen equipment	Lit Num	<p>Equipment task</p> <ul style="list-style-type: none"> - Identify names of equipment - How to use - How to store 	<p>Larger font given to VI students.</p> <p>Additional support given if needed.</p> <p>Writing frame for low ability</p>	<p>Pen Book / task sheet</p>	<p>Discussion</p> <p>Q+A</p> <p>Marking and feedback of work</p>
7	<ul style="list-style-type: none"> Review use of the oven in order to make a batch of small cakes 	To produce a batch of small cakes	Lit Num	<p>Cake bun practical including safe and hygienic working practice, using, cleaning and storing wooden spoon, sieve, mixing bowl, measuring scales. Skills including baking, creaming, weighing, measuring,</p>	<p>Larger font given to VI students.</p> <p>Additional support given if needed.</p>	<p>Recipe sheet</p> <p>Ingredients and equipment</p>	<p>Observation</p> <p>Discussion</p> <p>Q+A</p>
8	<ul style="list-style-type: none"> To know my strengths and development areas and improve my mistakes 	<p>GROWTH LESSON</p> <p>To discuss in detail what equipment has been used so far for the last 2 practicals and how it was used.</p>	Lit Num	<p>Produce a table of what equipment has been used so far for the fruit salad practical and for the potato and cheese bake practical.</p> <p>Discuss how and why it has been used and if any safety measures were followed for each.</p>	<p>Larger font given to VI students.</p> <p>Additional support given if needed.</p> <p>Writing frame for low ability</p>	<p>Pen Book / task sheet</p>	<p>Discussion</p> <p>Q+A</p> <p>Marking and feedback of work</p>

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					Alongside this an evaluation is required (WWW, EBI, key skills/methods used, health and safety checks and also key ingredients and their uses)			
9		<ul style="list-style-type: none"> Practice using the hob safely 	To produce a ragu sauce	Lit Num	<p>Ragu sauce practical including safe and hygienic working practice, using, cleaning and storing hob, saucepan, knife, chopping board. Skills including peeling, chopping, frying, boiling, simmering, weighing, measuring,</p> <p>Photographs to be taken during practical for evidence.</p> <p>-Discuss how this sauce can be adapted for other dishes (spag bol, lasagne etc.)</p>	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A
10		<ul style="list-style-type: none"> Give a definition of diet Identify the three reasons why we need food Identify the names of the nutrients and the function of each nutrient Explore how the Eat well Guide can help us analyse our daily diet 	To understand what is meant by diet and explore the eatwell guide.	Lit Num	<p>Students to define the word diet.</p> <p>Teacher-led discussion of the Eat well Guide, nutrients and why we need food.</p> <p>Read the government guidelines and advice.</p> <ul style="list-style-type: none"> Eat well Guide Assess the quality of the analysis of their diet <p>On the recipe for scone-based pizza, write alongside each ingredient the Eat well group it belongs to</p> <p>Interactive quiz</p> <p>Paper copy of quiz</p> <p>Nutrients worksheet</p> <p>Eat well Guide worksheet</p> <ul style="list-style-type: none"> Twitter plenary worksheet <p>Create a tip to ensure you have a healthy diet.</p> <p>Topic 1.1 Topic 1.2</p>	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	<ul style="list-style-type: none"> <i>Exploring Food and Nutrition for Key Stage 3</i> textbook <p>Pen Book / task sheet Ingredients list</p>	Discussion Q+A Marking and feedback of work
11		<ul style="list-style-type: none"> To practice knife skills using the oven 	To produce a potato and cheese bake	Lit Num	<p>Potato and cheese bake practical - including safe and hygienic working practice, using, cleaning and storing mixing bowl, knife, jug, scales, mixing spoon. Skills including peeling, slicing weighing, measuring, baking</p>	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A

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					Photographs to be taken during practical for evidence. Topic 7.2 Topic 7.3 • Topic 7.5			
12		To know my strengths and development areas and improve my mistakes	GROWTH LESSON To discuss in detail what ingredients fall into which group of the eatwell guide	Lit Num	From the recipes completed, identify what nutrients are provided using the eatwell guide. How could you adapt these recipes to increase nutritional content • Alongside this an evaluation is required (WWW, EBI, key skills/methods used, health and safety checks and also key ingredients and their uses)	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
13		<ul style="list-style-type: none"> Practice weighing and measuring by making an apple crumble Demonstrate skills in preparing fresh fruit Prepare a crumble topping using the rubbing-in method Use the oven safely	To produce an apple crumble	Lit Num	<ul style="list-style-type: none"> Apple crumble practical including safe and hygienic working practice, using, cleaning and storing hob, saucepan, knife, chopping board, mixing bowl, measuring scales. Skills including peeling, chopping, baking, rubbing in, simmering, weighing, measuring, Topic 7.4	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A
14		<ul style="list-style-type: none"> Name some unusual fruit and describe how to prepare them Explain why fruit is an 	Understand the different classifications of fruit and why it is an important part of the diet.		Food commodities – Fruit Ask the students to name unusual fruits. Teacher-led questioning, explanations and discussion of: <ul style="list-style-type: none"> the importance of fruit in the diet classification of fruit Uses of fruit in food preparation and cooking. Questions on storage and usage of fruit 	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	<ul style="list-style-type: none"> Exploring Food and Nutrition for Key Stage 3 textbook Interactive quiz 	Discussion Q+A Marking and feedback of work

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		<p>important part of our diet</p> <ul style="list-style-type: none"> Identify how fruit can be used in food preparation and cooking 			Topic 2.5		<ul style="list-style-type: none"> Structured fruit worksheet for the less able <p>Pen Book / task sheet</p>	
15		<ul style="list-style-type: none"> Give a definition of food provenance Identify foods that are grown in the UK Explain what organic farming is Investigate whether there is a difference between organic and non-organic foods 			<p>FOOD PROVENANCE</p> <p>Identify logos to do with food provenance. Teacher-led questioning, explanations and discussion of:</p> <ul style="list-style-type: none"> what food provenance is statistics/facts on farming in the UK the cycle of food production what foods are grown in the UK Organic farming. <p>Discuss careers with in food and specific job roles (could watch videos/read job descriptions)</p> <p>Topic 5.1</p> <ul style="list-style-type: none"> interactive quiz Paper copy of quiz Analysis of data worksheet Tasting organic food worksheet <p>A selection of organic foods to taste test</p>	<p>Larger font given to VI students. Additional support given if needed. Writing frame for low ability</p>	<p>Exploring Food and Nutrition for Key Stage 3 textbook</p> <p>Pen Book / task sheet</p>	<p>Discussion Q+A</p> <p>Marking and feedback of work</p>
16		<ul style="list-style-type: none"> To know my strengths and development areas and improve my mistakes 	<p>GROWTH LESSON</p> <p>To discuss in detail what is meant by commodities and food provenance. Giving examples.</p>	Lit Num	<p>In their own words students are to discuss and describe what is meant by commodities, and the different types (giving examples)</p> <p>Discuss in their own words what is meant by food provenance and how this affects foods.</p>	<p>Larger font given to VI students. Additional support given if needed. Writing frame for low ability</p>	<p>Pen Book / task sheet</p>	<p>Discussion Q+A</p> <p>Marking and feedback of work</p>
17		<ul style="list-style-type: none"> To use a sharp knife safely and develop kneading skills 	<p>Produce a pizza demonstrating and evidencing assessment criteria.</p>	Lit Num	<p>Practical – Pizza - including safe and hygienic working practice, using, cleaning and storing knives, demonstration of knife safety, bridge hold and claw grip.</p>	<p>Larger font given to VI students. Additional support given if needed.</p>	<p>Recipe sheet</p> <p>Ingredients and equipment</p>	<p>Observation</p> <p>Discussion Q+A</p>

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		to produce a pizza Demonstrate their skills of shaping a dough, chopping, grating and using the oven			Skills including peeling, slicing, kneading, using the oven, Making a dough to the correct consistency Photographs to be taken during practical for evidence. Topic 5.1 Topic 7.3 Topic 7.4 • Topic 7.5			
18	BAKE OFF COMPETITION	To respond to a brief, working as a team to design and create a creative cake.	Produce a design and time plan as a team. Identifying what they want it to look like. Considering flavour and decorations.	Lit Num	Bake off competition Do now: <ul style="list-style-type: none"> Name 4 ingredients used to make a sponge cake Brief: Work as a team to create a stand out layered sponge cake. This will need to follow a theme of your choice and will be presented to judges. Your cake will be made from two Victoria sponge cakes sandwiched together with a filling and then decorated to a high standard. - discuss ingredients and methods - Consider design as a team <ul style="list-style-type: none"> Time plan 	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A Marking and feedback of work
19		To respond to a brief, working as a team to design and create a creative cake. To practice the creaming method of baking a cake	Produce two sponge cakes following the plan made, that can be sandwiched and decorated next lesson	Lit Num	Practical 7- Cake baking practical <ul style="list-style-type: none"> as a team students are to bake their cakes (cakes to be frozen) 	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A Marking and feedback of work
20		To respond to a brief, working as a team to design and create a creative cake.	Sandwich together and decorate the cake to a high standard	Lit Num	Practical 8 - Cake decorating practical, including piping -as a team students are to decorate their cakes <ul style="list-style-type: none"> Photographs to be taken for the competition 	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A Marking and feedback of work

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		Student understand the aesthetics of food and importance or presentation						
21		<p>Reflect on the progress made during this half term.</p> <p>To evaluate the bake off task</p> <ul style="list-style-type: none"> • 	Produce a self-evaluation on this term's progress	Lit Num	Complete self-evaluation for this term for all topics covered and also evaluate the bake off task	<p>Larger font given to VI students.</p> <p>Additional support given if needed.</p> <p>Writing frame for low ability</p>	Pen Book / task sheet	<p>Discussion</p> <p>Q+A</p> <p>Marking and feedback of work</p>

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