

Oasis Academy MediaCityUK Scheme of Learning

Scheme of Learning

Subject: Food, Nutrition and cookery	Year group: 8	Unit / Module Title: Half term 1, 2 + 3 (Sept-Feb) then year group rotated for hlf 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.</p> <p>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 when preparing self for cooking • Safety and hygiene when preparing the environment for cooking • Potential risks and hazards in the cooking environment <p>With a particular focus on the following topics: macronutrients, function and sources of nutrients, classification of vegetables and fish, seasonality, denaturation and coagulation of fish. 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 Year 8, students make the following recipes:</p> <ul style="list-style-type: none"> • <u>Pineapple upside down cake</u> including safe and hygienic working practice, using, cleaning and storing mixing bowl, sieve, scales, wooden spoon. Skills including creaming, weighing, measuring, • <u>Pasta salad pot</u> including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, kettle, boiling pan etc. Skills including measuring, peeling, chopping, boiling, simmering. • <u>Pizza</u> - including safe and hygienic working practice, using, cleaning and storing knives, demonstration of knife safety, bridge hold and claw grip. Skills including peeling, slicing, kneading, using the oven, • <u>Scotch egg</u> practical including safe and hygienic working practice, using, cleaning and storing of equipment. Skills including - coating, baking, boiling, crumb coating, whisking, beating 		<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>

Oasis Academy MediaCityUK Scheme of Learning

<ul style="list-style-type: none"> • Baked frittata practical including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, kettle, boiling pan etc. Skills including measuring, peeling, chopping, boiling, simmering, and baking. • Fish including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, grill, oven etc. Skills including measuring, peeling, chopping, presenting to a restaurant standard, • 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><u>Overarching objectives of the scheme and AOs to be covered:</u></p> <p>During this unit students will:</p> <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; • Safety and hygiene when preparing self for cooking • Safety and hygiene when preparing the environment for cooking • Potential risks and hazards in the cooking environment • Learn about what makes a balanced diet • Learn about nutrition, functions within the body and food sources • Classification of vegetables, their importance in the diet, and how they are affected by seasonality. • Classification of fish, denaturation and coagulation 	<p><u>Learning Outcomes (linked to grades or levels or descriptor):</u> Graded 1-9</p> <ul style="list-style-type: none"> • Theory and practical based • 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 • Have an understanding of the necessary organisation skills when preparing, cooking food, and the implementation of safe and hygienic practices. 	
<p><u>Spiritual Moral Social Cultural Development:</u> Respect for others, communicate effectively. Pupils will take pride in their work, performance and behaviour.</p>	<p><u>Cross-Curricular Links:</u> Mathematics English Science ICT</p>	<p><u>Areas covered on the knowledge organiser:</u></p> <ul style="list-style-type: none"> • Healthy and safety • Eatwell guide • Healthy eating • Key nutrients and how they benefit us • How do you hygienically wash your hands in preparation for cooking and food handling? • What is contamination? How do we avoid this? • Vegetables • Fish

Oasis Academy MediaCityUK Scheme of Learning

		<ul style="list-style-type: none"> Seasonality Key words for topics covered
Key Subject Knowledge Required for Staff:	Literacy skills: – knowledge and understanding of key words <ol style="list-style-type: none"> Reading: - reviewing and develop own and others work. Reading and analysing brief. Writing: - grammar, clear handwriting Spelling: - key words are used correctly 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"> Number calculations: weighing, measuring ingredients. Cooking and preparation timings, quantity of ingredients and number of people the dish serves. Algebra and graphs: Data handling: Measurement: weight of ingredients, size of food when cutting/slicing/dicing Shape and space: cake decoration, dish presentation
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 Demonstrating safe and hygienic practices Review of work and feedback given	Written assessment Practical observations Review of work and feedback given to students on improvements to the next level.

Lesson	AO/AF	Learning Objective(s)	Outcome(s)	Lit/Num	Suggested Activities	Differentiation	Resources	Assessment Strategies
1/2		<ul style="list-style-type: none"> To understand health and safety rules for working in the Food Technology room identify and prevent hazards in a kitchen Understand importance of accurately 	<p>Each student to be aware of the expectations in the subject.</p> <p>Students to gain an understanding of the correct and safe way to handle a knife, how to use the hob and oven safely.</p>	Lit Num	<ul style="list-style-type: none"> Reminder of the expectations of the room, teacher and subject. Recap and remind students the topic of health and safety in respect of using the kitchen in the academy Safety in the food room/Hazards/Consequence and prevention. Quick recap of general health, safety, and expectations. (look at specific legislation) Knife and cooker assessments; how to use safety. 	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

Oasis Academy MediaCityUK Scheme of Learning

		weighing and measuring			<ul style="list-style-type: none"> Importance of weighing and measuring accurately. 			
3		<p>Describe safe and hygienic working practices to prepare self for cooking</p> <p>Describe safe and hygienic working practices to prepare the cooking environment</p>	Be able to explain how to prepare self and the kitchen, safely and hygienically for cooking with reasons why	Lit Num	<p>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.</p> <p>Looking particularly at:</p> <ul style="list-style-type: none"> Safe and hygienic practices to prepare self for cooking (hand washing – how, when and why) What not to do when preparing the cooking environment What to do when preparing the cooking environment 	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
4		<ul style="list-style-type: none"> Demonstrate safe and hygienic working practices to prepare self and environment for cooking Demonstrate how to follow recipes Demonstrate cooking skills Demonstrate safe use of equipment and utensils 	Produce a dish demonstrating and evidencing assessment criteria.	Lit Num	<p>Practical 1 – Pineapple upside down cake practical including safe and hygienic working practice, using, cleaning and storing mixing bowl, sieve, scales, wooden spoon. Skills including creaming, weighing, measuring,</p> <p>Photographs to be taken during practical for evidence.</p>	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment Camera if available.	Observation Discussion Q+A

Oasis Academy MediaCityUK Scheme of Learning

		<ul style="list-style-type: none"> Demonstrate safe and hygienic cleaning and storage of equipment and utensils 						
5		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>	Pen Book / task sheet	<p>Discussion Q+A</p> <p>Marking and feedback of work</p>
6		<p>Understand what macronutrients are.</p> <p>Name the three macronutrients</p> <p>-State at least one function and source of each</p>	<p>Understand what macronutrients are.</p> <p>Gain an understanding of the three macronutrients, their function and sources.</p> <p>Plan an idea for a pasta salad to make next week that contains carbohydrate, fat and protein</p>	Lit Num	<p>Starter - Concept map information about proteins, fats and carbohydrates.</p> <p>Main – recap government guidelines and advice on healthy eating. Teacher-led discussion of functions and sources of the macronutrients: protein, fat and carbohydrate.</p> <p>Explain next week’s lesson on making a salad.</p> <p>Plenary - Name one new fact you have learned today.</p> <p>Complete plan for salad they will make next week</p> <p>Find out how much fibre you need per day and plan a menu that is high in fibre</p> <p>Complete the worksheet on how to set up a practical lesson</p>	<p>Writing frame for low ability.</p> <p>Higher – detail within written explanation – more examples given</p>	<p>Textbook ref:</p> <p>Topic 1.3</p> <p>Topic 1.4</p> <p>Topic 1.5</p> <p>Pen Book / task sheet</p>	<p>Interactive quiz or paper version</p> <p>Discussion Q+A</p> <p>Marking and feedback of work</p>

Oasis Academy MediaCityUK Scheme of Learning

7		<ul style="list-style-type: none"> Demonstrate safe and hygienic working practices to prepare self and environment for cooking 	<ul style="list-style-type: none"> To produce a pasta salad pot whilst demonstrating safe and hygienic working practices to prepare self and environment for cooking 	Lit Num	<p>Practical 2 - Pasta Salad Pot including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, kettle, boiling pan etc. Skills including measuring, peeling, chopping, boiling, simmering.</p> <p>Identify which ingredients provide which nutrients – macronutrients</p>	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment Camera if available.	Observation Discussion Q+A
8		To know my strengths and development areas and improve my mistakes	<u>Growth lesson</u> Name the three macronutrients - State some functions and sources of each	Lit Num	<p>Giving a wider range of examples for each macronutrient Ensure all notes are written fully and all task completed</p> <ul style="list-style-type: none"> What main thing is provided by macronutrients? Give at least 5 examples of food sources for carbohydrates Give 3 sources of animal protein Give 3 sources of plant protein Give at least five examples of food sources for fat. 	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
9		<ul style="list-style-type: none"> Demonstrate safe and hygienic working practices to prepare self and environment for cooking Refine cooking skills To use a sharp knife safely and develop 	Produce a pizza demonstrating and evidencing assessment criteria.	Lit Num	<p>Practical 3 – Pizza - including safe and hygienic working practice, using, cleaning and storing knives, demonstration of knife safety, bridge hold and claw grip. Skills including peeling, slicing, kneading, using the oven,</p> <p>Photographs to be taken during practical for evidence.</p> <p>Identify which ingredients provide which nutrients – macronutrients</p>	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A

Oasis Academy MediaCityUK Scheme of Learning

		kneading skills to produce a pizza						
10		Know and understand the how macronutrients help make a balanced diet	Gain an understanding of the three macronutrients, their function and sources.	Lit Num	<p>I do, we do, you do examples of sources when discussing functions of macronutrients within the body.</p> <ul style="list-style-type: none"> - Link the nutrient to the purpose - Write down what you ate in the last 24 hours including all meals, drinks and snacks. Identify which foods are which macronutrient <p>Plenary Describe what Macronutrients are What is the role of protein within the diet What is the ideal percentage of carbohydrates within your diet?</p>	Writing frame for low ability. Higher – detail within written explanation – more examples given	Textbook ref: Topic 1.3 Topic 1.4 Topic 1.5 Pen Book / task sheet	Interactive quiz or paper version Discussion Q+A Marking and feedback of work
11		<p>To successfully make a scotch egg using the hob safely to boil an egg and demonstrate coating skills</p> <ul style="list-style-type: none"> • Demonstrate safe and hygienic working practices to prepare self and environment for cooking • To practice the creaming method of baking a cake 	Students produce a scotch egg	Lit Num	<p>Practical 4 – Scotch egg Including safe and hygienic working practice, using, cleaning and storing of equipment. Skills including - coating, baking, boiling, crumb coating, whisking, beating</p> <p>Identify which ingredients provide which nutrients – macronutrients</p>	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+

Oasis Academy MediaCityUK Scheme of Learning

12		To know my strengths and development areas and improve my mistakes	Growth lesson Recap on macronutrient knowledge Identify which ingredients provide which nutrients – macronutrients	Lit Num	Answer pages 10-15 in more detail - questions on macronutrients and nutrition From the recipes completed identify what nutrients are provided – macro How could you adapt these recipes to increase nutritional content	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet Textbook pg10-15	Discussion Q+A Marking and feedback of work
13		<ul style="list-style-type: none"> Name some unusual vegetables and describe how to prepare them Explain why vegetables are an important part of our diet Identify how vegetables can be used in food preparation and cooking 	Students to explain and describe knowledge and understanding of vegetables and their importance in the diet.	Lit Num	<p>Potatoes + Vegetables</p> <p>Starter – keyword: provenance + commodities Ask the students to name unusual vegetables and how to prepare them.</p> <p>Main - Teacher-led questioning, explanations and discussion of:</p> <ul style="list-style-type: none"> the importance of vegetables in the diet the classification of vegetables The uses of vegetables in food preparation and cooking. <p>Students then can complete activities chosen by the teacher.</p> <p>Plenary - Discussion of the students' favourite vegetables. What haven't they tried before?</p> <p>Textbook Q pg32-33? Ext/Hwk? - Find out where fruits and vegetables are grown and when they are in season</p>	Structured vegetables worksheet for the less able Writing frame for low ability. Higher – detail within written explanation – more examples given	Handout/worksheet Interactive quiz Paper copy of quiz Homework sheet Ingredients list for Lesson 4 Pen Book / task sheet Topic 2.4	Discussion Q+A Marking and feedback of work
14		<ul style="list-style-type: none"> Prepare and cook a high-risk food Practise using the oven and the hob Demonstrate knife skills by 	Produce a baked frittata demonstrating and evidencing assessment criteria.	Lit Num	<p>Practical 5 – Baked frittata including safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board, kettle, boiling pan etc. Skills including measuring, peeling, chopping, boiling, simmering, and baking.</p> <p>Identify which ingredients provide which nutrients – macronutrients</p>	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment Topic 2.4 Topic 7.3	Observation Discussion Q+

Oasis Academy MediaCityUK Scheme of Learning

		preparing vegetables						
15		<ul style="list-style-type: none"> Identify a range of fish we can cook with Explain how fish is classified Explain why fish is an important part of our diet Give a definition of denaturation and coagulation 	Students to gain an understanding of fish in the diet and to understand the meaning of denaturation and coagulation	Lit Num	<p>Fish</p> <p>Starter - Students to use the alphabet to name as many fish as possible.</p> <p>Main - Teacher-led discussion of:</p> <ul style="list-style-type: none"> how fish is classified Why fish is an important part of our diet. <p>Introduce the key terms denaturation and coagulation.</p> <p>Students then can complete a range of activities chosen by the teacher.</p> <p>Plenary - Complete two flash/revision cards on the definition of denaturation and coagulation.</p> <p>Textbook Q pg44-45?</p> <p>Ext/Hwk?</p> <p>Research recipe ideas for using fish</p> <p>Make a table of ideas for cooking different types of fish</p> <p>Choose your favourite idea and write out the recipe and method</p>	<p>Writing frame for low ability.</p> <p>Higher – detail within written explanation – more examples given</p>	<p><i>Exploring Food and Nutrition for Key Stage 3</i> textbook</p> <p>Fish alphabet starter worksheet</p> <p>Interactive quiz</p> <p>Paper copy of quiz</p> <p>Plenary flashcard worksheet</p> <p>Homework Pen</p> <p>Book / task sheet</p>	<p>Discussion Q+A</p> <p>Marking and feedback of work</p>
16		To know my strengths and development areas and improve my mistakes	Growth lesson Recap and develop knowledge and understanding of potatoes, veg + fish	Lit Num	<p>Potatoes, veg + fish</p> <p>Expand on seasonality, nutritional content</p> <p>Find out the cost of different types of fish and the recipes that can be made with them</p> <p>Name four different recipes you could make with each of the fish</p> <p>Hwk – consider ways in which fish fingers could be presented to a high standard, restaurant quality using a limited amount of ingredients (next practical)</p>	<p>Writing frame for low ability.</p> <p>Higher – detail within written explanation – more examples given</p>	<p>Pen</p> <p>Book / task sheet</p> <p>IT resources if available</p>	<p>Discussion Q+A</p> <p>Marking and feedback of work</p>

Oasis Academy MediaCityUK Scheme of Learning

17		Plan, prepare and present a dish to a restaurant standard.	Demonstration of the skills in preparing, cutting and coating a piece of fish Justify choices made for fish finger task.	Lit Num	Practical 6 - Fish practical Demonstration of preparing, cutting and coating a piece of fish - Describe how the fish fingers could be presented attractively. - Practical – given fish fingers to present in a restaurant standard (complimentary ingredients given) - Assess the quality and consistency of the fish fingers Photographs taken of dish	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	Pen Book / task sheet camera	Observation Discussion Q+A Marking and feedback of work
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.		Bake off competition Do now: • 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 - 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		Practical 7- Cake baking practical 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		Practical 8 - Cake decorating practical, including piping -as a team students are to decorate their cakes	Larger font given to VI students.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A

Oasis Academy MediaCityUK Scheme of Learning

		Student understand the aesthetics of food and importance or presentation			Photographs to be taken for the competition	Additional support given if needed.		Marking and feedback of work
21		Reflect on the progress made during this half term. To evaluate the bake off task	Producer a self-evaluation on this terms progress	Lit Num	Complete self-evaluation for this term for all topics covered and also evaluate the bake off task	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