

YR7:MTP:T1:L1-7

Food Preparation and Nutrition - Medium-Term Plan- Term 1 of 3

General Kitchen Skills

Rotational Groups 1-3 Term Repeat with seasonal variations

Year Group 7	Subject: Food Preparation and Nutrition
Prior learning- linked to National curriculum	<p>In Term 1 of Year 7, students will expand upon what they learned in Key Stage 2, which includes building on their knowledge and skills in using basic equipment and tools, as well as mastering basic practical skills. A baseline assessment has been added to assess this so lessons can be adapted to weave new information into prior knowledge.</p> <p>They will also build on foundational knowledge about ingredients to learn about the origins and simple functions of ingredients, healthy eating, and The Eatwell Guide, in addition to making informed food choices.</p> <p>Throughout the course, students will gain the knowledge, understanding, and skills necessary to participate in an interactive process of designing and making in a variety of contexts, including the home, school, and culture. The course is designed to meet the requirements of the KS3 Design and Technology: Cooking and Nutrition curriculum in England in 2014.</p>
Rationale	<p>This topic aims to equip students with foundational knowledge and skills in cooking that are required for each subsequent topic. It covers food room expectations, hygiene, and safety practices to ensure health, safety, and future lessons to be understood. Students learn safe handling of knives and create a fruit picture to develop creativity and fine motor skills. They learn to select suitable vegetables, identify cooking methods, and produce a red sauce pasta dish to apply the acquired knowledge and skills, practice teamwork, communication, and time management, and learn about nutrition and the science of cooking. Overall, teaching these topics provides students with fundamental knowledge and skills to apply in their everyday lives, including food safety, hygiene, creativity, nutrition, science, recipe following, and cooking techniques and it develops mastery in these skills so that subsequent lessons reduce the cognitive load of using these skills and allow the challenge of future topics to be increased. These skills will then be applied and developed in Term 2.</p>

Common misconceptions	<ol style="list-style-type: none"> 1. Food Safety: <ul style="list-style-type: none"> ● Thinking that food will always look, smell, or taste bad if it is unsafe to eat. ● Believing that once the food has been cooked, it cannot become contaminated. ● Assuming that all food poisoning symptoms are immediate and severe. 2. Knife Handling: <ul style="list-style-type: none"> ● Believing that sharper knives are more dangerous than dull ones. ● Thinking that it's okay to cut with a knife while holding the food item in the hand, rather than on a cutting board. ● Assuming that they do not need to wear gloves or use any safety gear when using knives. 3. Cooking Methods: <ul style="list-style-type: none"> ● Thinking that all dishes require the same cooking temperature and time. ● Believing that recipes are always exact and should not be adjusted to suit personal taste. ● Assuming that all cooking methods are suitable for all types of food. 4. Recipe Implementation: <ul style="list-style-type: none"> ● Thinking that all recipes are foolproof and will always turn out perfectly. ● Believing that they can skip steps in the recipe and still achieve the same results. ● Assuming that all ingredients can be substituted without affecting the final dish.
Vocabulary:	Keywords: Health and Safety; Washing Up; Mise en Place; Bridge hold, Claw Grip; Dicing; Slicing, Enzymic Browning; Hazard; Conduction; Convection; Radiation; Food Safety; Boiling; Simmering, Baking, Grilling; Safety
Cultural Capital:	There are a number of potential external and visiting opportunities for students to learn more about food and the career opportunities these include. Visit to local supermarket to look at the range and variety of ingredients in and out of season Plumpton Agricultural Visit - explore the diversity and life on the farm and the sustainability and food security
Key assessments- name the assessments	Assessment 1 - FPN: Baseline Test: General Kitchen Skills knowledge and understanding. Test on the principles of health and safety and equipment naming. [Google Forms]

	<p>Assessment 2 - FPN: Diet and Good Health: Practical assessment on preparing and making a nutritious dish</p> <p>Assessment 3 - FPN: Beat the Baseline: Test on the improved knowledge and understanding of the subjects covered. [Google forms]</p>
<p>What do children know/ can do now (EDSM)</p>	<ul style="list-style-type: none"> ● State hazards and prevention methods for working in a kitchen. ● Select and use the correct equipment for a given task, and demonstrate safe and precise knife skills while presenting a selection of dishes. ● Understand the fundamentals of the Eatwell guide and the different food groups it contains. ● Ensure safe and hygienic preparation, storage, and presentation of foods from different parts of the Eatwell guide. ● Emerging: Describe events that could lead to harm, recall the layout of the food room, and recognize, name and locate tools and equipment in the food room. ● Developing: Describe events that could lead to harm and explain why they need to be avoided. ● Secure: Explain events and preventative measures to prevent hazards from happening, and recognize, name and locate tools and equipment in the food room. ● Mastered: Explain different types of hazards, prevention methods, and why they need to be avoided, and explain how to avoid them. Independently recognize, name and locate tools and equipment in the food room, and describe the layout of the food room.
<p>What amendments are you going to make following evaluation of this module?</p>	<p>This year, we have added a baseline assessment to assess prior knowledge and this has informed curriculum thinking.</p> <p>Based on future formative and summative assessment data, we will evaluate the suitability and accessibility of each element of the curriculum and lessons for students. This will enable us to incorporate more challenging and complex tasks into the program in the future, while addressing any gaps in students' knowledge and understanding.</p> <p>At present, assessment data suggests that many students lack a basic understanding of equipment, organisation, and general kitchen practical work. Therefore, the curriculum will</p>

focus on providing foundational knowledge and skills in these areas, with the aim of improving students' overall understanding of the subject matter. Through ongoing evaluation and assessment, we will continue to refine and enhance the curriculum to ensure that it meets the needs of our students and prepares them for success in their future studies and careers.

Term 1	Lesson objective	Differentiation	Homework
7:T1:L1	<p>LO: To describe the expectations for working in the food room including food hygiene and safety practices.</p> <p>Discuss the importance of following good personal hygiene rules.</p> <p>To demonstrate current knowledge of Food and Food Safety</p> <p>To explain the layout of the food room and to recognise, name and locate the tools and equipment in the food room.</p> <p>Food Practical: N/A</p>	<p>Assessment 1 - FPN: Baseline Test:</p> <p>Retrieval: Why is washing your hands so important?</p> <p>SEND: Class discussion Q & A both verbal and via white board. Practical demonstrations from students on Health and safety aspects.</p> <p>Challenge: Scaffolding questions to further explore the current knowledge and set right any misconceptions of hygiene related issues.</p> <p>Questions: What is Mise en Place? Why bother wearing an apron? Who is responsible?</p> <p>Hinge Question: Why is it important to store and cook food correctly?</p>	Washing up work sheet: Practical and written work to be completed at home.
7:T1:L2	<p>LO: Identify good food hygiene and food safety rules to follow when planning and cooking food.</p>	<p>Retrieval: List between 3-5 personal hygiene rules to follow when handling food?</p>	Google Forms - Name that equipment quiz

	<p>Able to identify key kitchen equipment and its uses.</p> <p>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.</p> <p>Food Practical: N/A</p>	<p>SEND: Students to be able to watch hazards taking place and verbalise responses, make bullet point lists of hazards and prevention methods</p> <p>Challenge: Students to be able to write up the implications of potential hazards and the consequences of those hazards being allowed to continue.</p> <p>Questions: What is a hazard? Why does it matter what food gets stored where?</p> <p>Hinge Question: Why is it important to handle knives correctly?</p>	
7:T1:L3	<p>LO: Develop/demonstrate the safe handling of knives. Assemble a 'fruit picture'.</p> <p>Food Practical: Fruit Salad Picture</p>	<p>Retrieval: List between 3-5 hygiene rules to follow when handling food?</p> <p>SEND: Physical support as required; close supervision of practical activity; prompt cards and what next instructions</p> <p>Challenge: Precise cutting techniques that are correctly named and explained General Kitchen Skills knowledge and understanding. Test on the principles of health and safety and equipment usage. Online Google Forms</p> <p>Questions; Why should we eat fruit and vegetables? How much should we have / need? Why does food go brown? What is enzymic browning? Can it be prevented if so how? why? with what?</p>	<p>Complete an A-Z list of vegetables. State which category they belong too.</p>

		Hinge Question: Why is eating vegetables good for us?	
7:T1:L4	<p>LO: Select suitable vegetables to make a healthy soup and to demonstrate the safe handling of knives.</p> <p>To acquire and demonstrate measuring, knife skills and using the hob (frying, boiling and simmering) to prepare and cook a vegetable soup.</p> <p>Food Practical: Vegetable Soup</p>	<p>Retrieval:Name the two knife holds used when preparing food.</p> <p>SEND: Students able to name and select basic vegetables. Referring to previous lesson for support on cutting techniques, physical support as required. produce a basic chunky soup</p> <p>Challenge: to prepare the ingredients and name them accordingly, independently following the instructions to prepare and cook a product, extended to producing a smooth creamy soup.</p> <p>Assessment 2 - FPN: Diet and Good Health:Practical assessment on preparing and making a nutritious dish</p> <p>Questions: What are the names of the different cuts used? what are vegetables? Why are they important in the diet? why are coded chopping boards used?</p> <p>Hinge Question:What are the different methods/ways of cooking food. List between 3-5 processess</p>	
7:T1:L5	<p>LO: Experiment with different methods of cooking food by identifying the various methods of heat transference.</p> <p>Be able to select appropriate timings to produce a range of differently cooked products.</p> <p>To acquire and demonstrate weighing,</p>	<p>Retrieval: What method of cooking was used to make soup.</p> <p>SEND: What now instructions; group working, record sheets for results, word grid for supportive sensory words. Able to point out best results and provide understanding as to why they have provided that response.</p>	Evaluation of egg knowledge

	<p>measuring,boiling,simmering, frying and using the grill to prepare and cook toast.</p> <p>Food Practical: Boiled eggs 2 ways with toast</p>	<p>Challenge: Students able to compare and contrast different cooking methods and give reason for the difference in out comes. They will be able to state and explain the heat transfer method selecting the most appropriate for different food items.</p> <p>Questions: What is heat transfer? Conduction is the process of? Convection is the process of? Cooking food in water uses what forms of heat transfer?</p> <p>Hinge Question: How is heat transferred when cooking pasta?</p>	
7:T1:L6	<p>LO: Demonstrate the cooking methods used to produce a red sauce pasta dish.</p> <p>Food Practical: Tomato pasta sauce with chunky vegetables (Blended for challenge)</p>	<p>Retrieval: What method of heat transference is used to cook toast?</p> <p>SEND: What now instructions; Paired work, Recipe and method cards, step by step pictures</p> <p>Challenge: Students can be more independent and work through the method with little to no help</p> <p>Questions: Why do we need to plan before we cook? What is meant by timings? What doesn't the method tell you? What does al dente mean?</p> <p>Hinge Question: If boiling is to bubble rapidly what is simmering? Why simmer rather than boil?</p>	
7:T1:L7	<p><i>Dependant on Term Time Table</i></p> <p>LO: To be able to create a meal / snack</p>	<p>Assessment 3 - FPN: Beat the Baseline: Retrieval: What is a safe cutting method? Why do foods need cutting in different ways?</p>	<p><u>Al dente</u></p>

	<p>using available ingredients and current kitchen skills</p> <p>Food Practical: Independent cooking team challenge</p>	<p>SEND: Work in teams, verbal and written contribution to planning a menu. What now/ next planning sheet. Sample recipe sheets given for selected dishes.</p> <p>Challenge: Students able to communicate effectively and plan a timed practical using their previous knowledge. To demonstrate the term al dente and produce and smooth blended sauce to accompany pasta</p> <p>Questions: How did you plan your dish? What considerations did you have to make? What were the barriers/obstacles that you didn't plan for? If you were to do it again, HOW, What, Why?</p> <p>Hinge Question: Why do we follow a balanced healthy diet? How can it help?</p>	
7:T1:L8			