

# Medium Term Plan

**Key Stage 3**

**Year 7 – Food and cooking**

**Time:** 10 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.	Food Practical Recipes
1	<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>To describe the expectations for working in the food room including food hygiene and safety practices.</p> <p>To describe sensory evaluation and list the sensory descriptors for a salad.</p>	
2	<p>To acquire and demonstrate knife skills and using small equipment to prepare and make a deli salad.</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>To define the senses, how they are used in tasting food and drink and develop descriptive vocabulary.</p>	<p>Salad or Pizza Toast-  <a href="https://www.foodafactoflife.org.uk/recipes/11-14-l2c/vegetable-couscous-salad/">https://www.foodafactoflife.org.uk/recipes/11-14-l2c/vegetable-couscous-salad/</a>  or  <a href="https://www.foodafactoflife.org.uk/recipes/food-life-skills/coleslaw/">https://www.foodafactoflife.org.uk/recipes/food-life-skills/coleslaw/</a>  or  <a href="https://www.foodafactoflife.org.uk/recipes/11-14-l2c/pizza-toast/">https://www.foodafactoflife.org.uk/recipes/11-14-l2c/pizza-toast/</a></p>
3	<p>To describe the principles of <i>The Eatwell Guide</i> and relate this to their own diet.</p> <p>To name the key nutrients provided by <i>The Eatwell Guide</i> food groups.</p> <p>To explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size.</p> <p>To compare and evaluate existing products.</p>	
4	<p>To explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet.</p> <p>To discuss energy and energy balance.</p> <p>To identify how lifestyle and culture can affect food choice.</p> <p>To investigate what happens to starchy foods when heat is applied.</p>	
5	<p>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.</p> <p>To acquire and demonstrate the principles of food hygiene and safety, focusing on using knives, grating, rubbing-in (personal hygiene) and the oven.</p> <p>To calculate the cost of their savoury crumble.</p>	<p>Pizza Pinwheels  - <a href="https://www.foodafactoflife.org.uk/recipes/5-11-years/pizza-wheels/">https://www.foodafactoflife.org.uk/recipes/5-11-years/pizza-wheels/</a></p>
6	<p>To explain where beans, pulses, fish, eggs, meat and other proteins come from and their importance in the diet.</p> <p>To list the food choices available for vegetarians and explain how their dietary needs are met.</p> <p>To investigate the characteristics of beans, pulses, fish, eggs, meat and other proteins foods in cooking.</p>	

7	<p>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.</p>	<p>Chicken Nuggets - <a href="https://www.foodafactoflife.org.uk/recipes/food-life-skills/parmesan-chicken-nuggets/">https://www.foodafactoflife.org.uk/recipes/food-life-skills/parmesan-chicken-nuggets/</a></p>
8	<p>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.</p>	
9	<p>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.</p>	
10	<p>Plenary To appraise and evaluate their learning journey. To evaluate their practical cooking experiences.</p>	