

“Why is it important to stay safe in the kitchen?”

[Year 7 Food, Unit 1 of 3: Keeping Safe in the Kitchen]

What previous learning am I building on?	What am I learning that is new?		
<p>Students will be coming from their primary school, so it is important to find out what they know already.</p> <p>Some students will never have cooked in a kitchen, so it is important to learn how to navigate around a kitchen and how to use the equipment safely.</p>	<p>By the end of this unit, I will:</p> <ul style="list-style-type: none"> • Identify and explain the different hazards in a kitchen, how to prevent the risk, and what to do during a hazard. • List the 4 C’s and give example • Describe how bacteria multiply and how food is stored safely. • Explain what the Eatwell guide is and list the different type of food groups. • Explain the nutrients in the food group. • Demonstrate safe knife skills and hygienic food preparation to produce an outcome. 		
Learning Journey – lesson title and main activities			
1 Baseline test - Students will complete a baseline test to assess their knowledge and understanding in primary school of health and safety in food.			
2 Health, safety and Hygiene - Students will identify hazards in a kitchen and discuss risk assessment. Students will analyse the 4 C’s (Chill, Cook, Clean, Cross Contamination). Students will produce a health, hygiene and safety poster.			
3 Sandwich Demonstration - Students will watch and summarise safe chopping techniques used to prepared food and recall names of equipment use to cook.			
4 Sandwich Practical - Students will utilise the 4 C’s by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.			
5 Introduction to bacteria - Students will be able to list 4 things bacteria need to multiply and explain how different temperatures affect bacteria by annotating the thermometer.			
6 Pasta salad demonstration and Eatwell guide - Students will explain what the Eatwell guide is and describe the different food groups in the Eatwell guide by giving examples. Students will sequence how to cook pasta safety and discuss how a pasta salad can be adapted to be well balanced. Students will also produce a Eatwell guide poster of the different food groups and the nutrients it has.			
7 Pasta salad practical - Students will utilise the 4 C’s by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.			
How will I be assessed at the end of this unit			
<p>Your posters from this unit will be assessed (Health, safety and hygiene and Eatwell guide poster) through the detail you put in. Consider adding in the facts that show clarity of your knowledge as well as your presentation skills, drawing and colours.</p> <p>Your practical skills will be assessed by the presentation of your pasta, consider your knife techniques, teamwork and use your knowledge of kitchen hygiene and safety. You will also need to complete a detailed evaluation of your practical.</p>			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn the keywords that is used in the kitchen. You will also be requires read about bacteria fact sheets, recipes and about the Eatwell guide, what nutrients it gives.	You will be required to bring a container to your cooking lesson as part of your homework.	<p>Further reading:</p> <p>https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zkmpwty/revision/2</p>	<p>BOOK: Exploring Food and Nutrition for Key Stage 3 April 2019 by Yvonne Mackey (Author), Bev Saunder (Author)</p> <p>Video: https://www.youtube.com/watch?v=7MIE4G8ntss</p>

	You will also need to complete the evaluation for your food practical and finish off the Health, Safety and Hygiene poster and Eatwell guide poster.		https://www.youtube.com/watch?v=mZIUTUBPnnw
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“Why is it important to have a well-balanced diet?”

[Food, Year 7, unit 2 of 3: Healthy Eating]

What previous learning am I building on?	What am I learning that is new?		
In the previous unit students learnt how to prepare themselves in a hygiene way to start cooking. Students started a discussion about what the Eatwell guide is and why it is recommended in our daily diets.	By the end of this unit, I will: <ul style="list-style-type: none"> - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills] 		
Learning Journey – lesson title and main activities			
1 What is fermentation and how does it work? Students will explain the process of fermentation by producing a story board of how Yeast makes bread rise through fermentation			
2 Bread demo and investigation (Food science) Students will discuss the function of the ingredients needed to make bread. Students will watch a demonstration led by the teacher on how to knead bread. Students will also carry out an investigation using Yeast and sugar to see how sugar impacts the amount of fermentation made.			
3 Bread practical Students will utilise the 4 C’s by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.			
4 Healthy eating Students will be able to explain what the Eatwell guide is and give examples of different foods in the food groups. Students will discuss the healthy eating tips and suggest healthy alternative ingredients to adapt a recipe.			
5 Carrot cake demo Students will observe and discuss the creaming method of butter and sugar used in a carrot cake. Students can sequence the recipe and produce their own adapted carrot cake recipe.			
6 Carrot cake practical Students will utilise the 4 C’s by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.			
7 Why we cook, why do we eat? Students will discuss the importance of cooking and eating food and describe the function of the nutrients provided in each food group. Students will compare their diet (from food diary) with the Eatwell guide and give advice on how to have a healthier diet by following the 8 healthy eating tips. Students will create a poster to promote healthy eating.			
How will I be assessed at the end of this unit?			
Your posters from this unit will be assessed (Healthy Eating poster) through the detail you put in. Consider adding in the facts that show clarity of your knowledge as well as your presentation skills, drawing and colours. Your practical skills will be assessed by the presentation of your carrot cake, consider the success of your creaming method, teamwork and use your knowledge of kitchen hygiene and safety. You will also need to complete a detailed evaluation of your practical.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn the keywords to do with healthy eating and different nutrients. You will also be required to read about nutrients and Eatwell	You will be required to bring a container to your cooking lesson as part of your homework. You will also need to complete the evaluation for your food practical. You will also be required to write a food diary which will last three days. Your healthy Eating poster will be set as homework	Further reading: https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/	BOOK: Exploring Food and Nutrition for Key Stage 3 April 2019 by Yvonne Mackey (Author), Bev Saunderson (Author) Video: <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=7MIE4G8ntss&t=2s • https://www.youtube.com/watch?v=UIQ1Hyq9HG0&t=46s • https://www.youtube.com/watch?v=8hflfSRBdE

guide fact sheets as well as recipes.	and will also be part of an assessed coursework.		
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“Where do food come from?”

[Food, Year 7, unit 3 of 3: Where do food come from]

What previous learning am I building on?	What am I learning that is new?		
<ul style="list-style-type: none"> • Why do we eat food • Seasonal foods • Proteins and fats 	By the end of this unit, I will: <ul style="list-style-type: none"> - Understand [vocabulary, concepts] - Know [factual content] - Be able to [skills] 		
Learning Journey – lesson title and main activities			
1 Using seasonal foods - Students will research the different types of seasonal foods that is available throughout the year and plan well balanced meal of their chosen season.			
2 Flapjack demo and Food labelling - Students will produce their own flapjack recipe sheet and find out what information maybe on a food label. Students will produce their own flapjack packaging.			
3 Flapjack practical - Students will utilise the 4 C’s by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.			
4 Where does food come from? Students will discuss food being reared, caught and grown and what the difference is. Students will promote sustainable fishing and produce their own fact sheet on caught food and sustainable fishing.			
5 Apple crumble demonstration and adapting recipes to make healthier - Students will be shown how apple crumble is made and discuss the rubbing in technique with the fat and flour and what caramelisation is. Students will draw a storyboard of how to make apple crumble and annotate their work.			
6 Apple crumble practical. Rubbing in method and use of the oven - Students will utilise the 4 C’s by demonstrating their skills and putting their knowledge of Hygiene into practice. Students will also complete a self-evaluation sheet on their practical, reflecting their product.			
7 End of year test - Students will complete and end of year test to assess their knowledge throughout the year			
How will I be assessed at the end of this unit?			
Your practical skills will be assessed by the presentation of your apple crumble using the rubbing in method. Teamwork and use your knowledge of kitchen hygiene and safety. You will also need to complete a detailed evaluation of your practical WWW/EBI <ul style="list-style-type: none"> • Assessed through compare the packaging using http://explorefood.foodafactoflife.org.uk/ • <u>Designing their own packaging</u> • Assessed through research on seasonality and planning a dish (starter, main or desert) with foods that are in season. 			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will learn the keywords to do with seasonal foods and food packaging. You will also be required to read about where food come from and use the internet to research grown food.	You will be required to bring a container to your cooking lesson as part of your homework. You will also need to complete the evaluation for your food practical. Your Flapjack packaging will be set as homework and will also be part of an assessed coursework. Lastly, you will have an end of year test and therefore you will need to revise.	Further reading: food labelling http://explorefood.foodafactoflife.org.uk/ Seasonal food and where food come from https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/where-food-comes-from-interactive-resources-11-14-years/	BOOK: Exploring Food and Nutrition for Key Stage 3 BOOK: Exploring Food and Nutrition for Key Stage 3 April 2019 by Yvonne Mackey (Author), Bev Saunder (Author)

