

The Warriner School Subject Curriculum Map

Subject: Food – Preparation and Nutrition	Year Group: Yr. 7	Unit: Food Safety/Health and Safety
<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"> • 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 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. • Pupils will develop their knowledge food provenance. 		
<p>Context for study: 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</p>		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i></p> <p>:</p> <ul style="list-style-type: none"> • To know the layout of the food room and to recognise, name and locate the tools and equipment in the food room. • To know the expectations for working in the food room including food hygiene and safety practices. • To know knife skills and how to use small equipment to prepare and make. • To know the principles of food hygiene and safety focusing on using knives, the kettle (if using), grater, peeler and other small equipment. • To know the sensory descriptors and how to evaluate using them • To know the senses, how they are used in tasting food and drink and develop descriptive vocabulary. • To know the skills required for weighing and measuring, grating, knife skills, rubbing-in, mixing and stirring, assembling and layering, and using the oven • To know some of the factors that affect food choice. 		
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> • <i>Q&A during the lessons</i> • <i>Ability to correctly identify methods of manufacture in order</i> • <i>Short answer questions that demonstrate understanding and AfL</i> <p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <ul style="list-style-type: none"> • <i>Practical outcomes</i> • <i>Weekly assessment tasks supporting learning objectives</i> • <i>Formative Summative Assessment Task</i> 		<p>Literacy and Oracy development opportunities:</p> <p>Reading:</p> <p>Pupils should be taught to understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries; <p>Writing:</p> <p>Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • summarising and organising material, and supporting ideas and arguments with any necessary factual detail; • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form; <p>Pupils should be taught to plan, draft, edit and proof-read through:</p>



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	<ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended; • paying attention to accurate grammar, punctuation and spelling; <p>Grammar and vocabulary: Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> • using Standard English confidently in their own writing and speech; <p>Spoken English: Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion; • giving short speeches and presentations, expressing their own ideas and keeping to the point; • participating in formal debates and structured discussions, summarising and/or building on what has been said.
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Differentiated learning outcomes summary

All pupils will:	Most pupils should:	Some pupils will have progressed further and could:
<p>Carry out 6 hours practical cooking, making a range of basic dishes.</p> <p>List, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Describe where a range of foods are from and how they are used to create dishes.</p> <p>Identify some factors that can affect food choice.</p>	<p>Carry out with skill and accuracy 6 hours practical cooking, making a range of dishes.</p> <p>Explain, acquire and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Describe and categorise a range of foods, state how they are used to create a wide range of dishes.</p> <p>Identify and explain a range of factors that can affect food choice.</p>	<p>Independently, with skill and accuracy carry out 6 hours practical cooking, making a range of dishes.</p> <p>Acquire, describe and demonstrate the principles of food hygiene and safety when cooking and manage their implementation independently.</p> <p>Describe where a range of foods are from, how they are processed and different ways in which they are used to create a range of dishes.</p> <p>Identify, explain and summarise the factors that affect food choice.</p>

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National Curriculum (focus areas for Year 7 D&T shown in bold)

Mathematics:

Number

Pupils should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;

Ratio, proportion and rates of change

Pupils should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Science:

Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

RSE and Health education: (statutory from September 2020)

Healthy eating

Secondary school pupils should continue to develop knowledge specified for primary:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

and cover the specified secondary content:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

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Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

and cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

(Note: there are additional statements for Physical health and fitness in the statutory guidance.)

Health and prevention

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

and cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

(Note: there are additional statements for Health and prevention in the statutory guidance.)