

## Food Unit Overview Year 7

September 2021 – July 2022: The Food and Textiles curricula are usually taught in a half year rotation, with students spending one hour per week in Food for the first half of the year, and then one hour per week in Textiles for the second half (or vice versa). However, in light of the ongoing situation caused by the Coronavirus pandemic, the two subjects will be delivered this year in parallel. Students will follow each curriculum Subject throughout the year, with lessons in alternate weeks. For our new Year 7 students, who may have missed some Design and Technology opportunities in their Junior school during lockdown, this will allow for a steadier and extended delivery of the curriculum, and enable teaching staff to fill gaps as they are identified in students' prior learning. More importantly, it will help protect students from any further disturbances that the continued presence of the pandemic may bring. A greater emphasis will be placed on cooking from home in Food, so that students can continue to enjoy the practical aspects of this subject. Where students are unable to cook from home, supplied resources such as videos and photographs will enable them to reflect on and evaluate the work of others instead.

As students will have experienced a variable level of exposure to their Design and Technology curriculum in their respective junior schools, whole class discussion around past learning of Designing, Planning, and Making in Key Stage 2 will help identify gaps in these areas. Students with disparate experiences will now be studying side by side, and any identified deficiencies will be addressed through an enhanced focus on these three key subject skills. In Food, this will include reviewing safe cutting methods with kitchen knives, basic mixing skills, and the use of the oven.

### Key Stage 3 Food and Textiles - Year 7 Food Unit

Half year unit taught either September to February or February to July.

“Me, the Chef”:

Practical work may include - Open Sandwich, Fruit Salad, Soup, Rock Cakes, Pita Pizza, Fajita

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Kitchen hygiene and safety	Knowledge - Hair, hands, apron, anti-bacterial spray; Meat hygiene Understanding – Chefs minimise contamination risks Skills - Prepare self and work area; prevent cross contamination Covid: these skills to be taught in readiness for any home cooking opportunities	Students independently maintain hygiene and safety when carrying out practical work	No NC prescribed content at KS2. Students now take on considerations for Health and Safety	Fully equipped kitchens with gas and electric cookers. Drawer and cupboard equipment for 18 students.
Room routines	Knowledge - equipment and ingredients storage, chefs' cupboards	Students independently store ingredients	No NC prescribed content at KS2. Students now take on considerations for room routines	

	<p>Understanding – Chefs organise kitchens for efficiency and safety</p> <p>Skills - Manage the storage of ingredients and completed dishes, maintain kitchen and equipment</p> <p><b>Covid: room routines will need to be applied to the home kitchen whilst practical opportunities are offered as homelearning</b></p>	<p>and completed dishes safely/ hygienically.</p> <p>Students maintain clean and tidy working environment</p>		<p>Spare equipment. Additional specialist equipment including blenders and food processors. Food storage (dry storage and cold storage) Stock ingredients to cover students' losses and omissions. Non-cooker worksheets. Year 7 recipes sheet. Powerpoint guides. Room safety displays. Planning pro formas. Hand washing and anti-bacterial supplies.</p>
Techniques	<p>Knowledge - Knife skills, cooker control, weighing and measuring</p> <p><b>Covid: thorough review of all knife skills</b></p> <p>Understanding – Chefs use knives correctly to prevent injury and ensure accuracy when cutting; measures affect outcomes</p> <p>Skills - Use bridge hold and claw grip; measure accurately and accept reasonable tolerances</p>	<p>Students apply techniques correctly in independent practical work</p>	<p>At KS2, students have prepared and cooked a variety of predominantly savoury dishes using a range of cooking techniques</p>	
Design – selecting ingredients and processes	<p>Knowledge - sketching, labelling, choosing ingredients. Nutritional groups: carbohydrates, proteins, fats, vitamins, minerals</p> <p><b>Covid: begin with simplified Eatwell Guide before introducing more detail</b></p> <p>Understanding – Chefs select ingredients for colour, taste and texture; and also to provide a balance of nutrients</p> <p>Skills - select ingredients/ record ideas with words and pictures</p>	<p>Students produce dishes based on the demonstrations and guidance, but adapted to appeal and to provide nutrition</p>	<p>At KS2, students have understood and applied the principles of a healthy and varied diet. Now they select ingredients for appeal and nutrition.</p>	
Planning	<p>Knowledge - ingredients, equipment, and processes</p> <p>Understanding – Chefs plan ahead to make resources available, and to carry out the correct processes</p> <p>Skills - write and follow own plans</p> <p><b>Covid: provide templates as required</b></p>	<p>Students use planning to inform activities in practical lessons</p>	<p>At KS2, students have selected ingredients and equipment. Now they select and describe processes</p>	