

## Academic Learning Plan

**Food**

**Year: 7**

## Subject intent

To provide a curriculum built on the principles of nutrition, with a clear understanding of healthy eating and the Eatwell guide. • To develop confidence and independence at selecting and modifying recipes, allowing them to plan, prepare, cook, and present a range of dishes. • To provide opportunities to explore and investigate different ingredients, where they come from, their properties and functions. Students will have 2 hour lessons a fortnight.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content	<p><b>Food hygiene</b>  <b>Safety</b>  <b>Kitchen equipment</b>  <b>Sensory analysis</b>  <b>The Eatwell Guide and 8 tips for a healthy lifestyle</b>                      (practical links: Fruit salad,  <b>Starchy carbohydrates</b> :                      Where starchy carbohydrates come from, importance in the diet, effect of heat on starchy carbohydrates (practical link: fruit crumble)  <b><u>Practical skills being developed</u></b></p> <p>Routines of the Food room Use of basic kitchen equipment. Knife skills Weighing and measuring Safe use of hob and oven</p> <p><b>Fruit Salad</b>                      Cut, chop, peel, slice, juice  <b>Crumble</b> Weigh, measure, rub in, grate, mix, stir and</p>	<p><b>Energy:</b> energy and energy balance. How lifestyle and culture can affect food choice                      (practical links: cous cous salad)  <b>Dairy and alternatives</b> :                      Where milk and dairy food comes from. Why they are important in the diet. How consumer demand influences availability.                      (practical link: Pizza toast)  <b>Proteins and alternatives</b> (theory lesson 1)                      Where beans, pulses, fish, eggs, meat and other proteins come from.                      (practical link: chicken nuggets/ fish goujons)  <b><u>Practical skills being developed</u></b>                      Sensory evaluation (of dairy products)</p> <p><b>Cous-cous salad</b>                      cut, chop, slice, dice, trim mix stir and combine,  <b>Pizza toast</b>                      Weigh, measure, cut, chop, grate, slice, dice and trim.</p>	<p><b>Protein</b> (theory lesson 2)                      Focus on meat and poultry Characteristics of meat in cooking                      (practical link: burgers)</p> <p><b>Protein</b> (theory lesson 3)                      Focus on vegetarian sources of protein                      (practical link: pasta salad– that could be made using plant- based sources of protein)</p> <p><b>Recipe modification</b>                      Product analysis                      How recipes can be modified (practical link Breakfast muffins)  <b><u>Practical skills being developed</u></b>  <b>Burgers</b> Weigh, portion/divide, Form/shape and grill</p> <p><b>Pasta</b>  <b>Salad</b> Weigh, measure, peel, cut, chop, slice.,dice and trim Simmer/ boil and drain. Combine.</p>	<p><b>Meal making</b>                      Factors that can affect food choice                      Ways in which food can be made more appetising                      (practical link: bread rolls)</p> <p><b>Presentation skills</b> (link to knife skills)  <b>Flavouring seasoning</b>                      (practical links: different vegetable cuts, stir fry)</p> <p><b><u>Practical skills being developed</u></b></p> <p><b>Bread rolls</b> Weigh and measure . Mix, stir and combine, Knead, portion/divide Shape, glaze Bake</p> <p><b>Knife skills</b> – different types of vegetable cut (using a carrot)</p> <p><b>Stir fry</b> Cut, chop, trim (using appropriate cutting skills).Fry</p>	<p><b>Nutritional needs of teenagers</b>                      Review work previous learning on the Eatwell Guide, starchy carbohydrates, energy.                      (practical link: pasta and tomato bake)</p> <p><b>Healthy eating challenge: Social challenge</b> (2 lessons)                      Create a social media campaign to encourage teenagers to make better healthy eating choices. Application of Eatwell Guide messages (Practical link: Breakfast biscuits scone -based pizza)  <b><u>Practical skills being developed</u></b></p> <p><b>Pasta and tomato bake</b>                      Measure, peel. Cut, chop, slice, dice, trim, fry/sauté, simmer/boil, drain</p>	<p><b>Meals for mates</b>                      Researching meals that meets the nutritional needs of teenagers.</p> <p><b>Planning a ‘meal for mates’</b>                      Producing a plan                      (practical link: meal for mates – (Quesadillas)  <b>Appraising and evaluating</b> their learning journey and practical cooking experiences during Yr 7:</p> <p><b><u>Practical skills being developed</u></b></p> <p><b>Quesadilla</b> – chopping, slicing, sauteing, filling, assembling, frying</p> <p>Depending on time available a final practical could take place – linked to evaluation of practical cooking experiences. This could focus on/review modification of recipes/work on sensory analysis and link to the</p>

	combine, cut, chop, slice, dice and trim Layer Bake  <b>Cous-cous salad</b> cut, chop, slice, dice, trim mix stir and combine,	Grill <b>Chicken nuggets/fish goujons</b> Weigh, measure, grate, mix, stir and combine. Beat, coat and bake.	<b>Breakfast muffins</b> Modifying a recipe to write a simple recipe Weigh and measure ,cut, chop, slice, dice and trim. Grate  Sift and whisk Mix, stir. Combine. Portion and divide Bake		<b>Scone based pizza</b> Weigh, measure, rub in, mix, stir, combine, form and shape Cut, chop, slice, dice, trim. Bake	modification of the <b>bread roll recipe</b> .
<b>Literacy</b>	Key words in books In knowledge organisers	Key words in books In knowledge organisers	Key words in books In knowledge organisers	Key words in books In knowledge organisers	Key words in books In knowledge organisers	Key words in books In knowledge organisers
<b>Knowledge organisers</b>	Laminated knowledge organisers available. Paper copies to go into exercise books. Copies available on Teams for further reference.	Laminated knowledge organisers available. Paper copies to go into exercise books. Copies available on Teams for further reference.	Laminated knowledge organisers available. Paper copies to go into exercise books. Copies available on Teams for further reference.	Laminated knowledge organisers available. Paper copies to go into exercise books. Copies available on Teams for further reference.	Laminated knowledge organisers available. Paper copies to go into exercise books. Copies available on Teams for further reference.	Laminated knowledge organisers available. Paper copies to go into exercise books. Copies available on Teams for further reference.
<b>Assessment</b>	Baseline test Practical assessment: Fruit buns	Written assessment:	Practical assessment: Breakfast muffins	Written assessment:	Practical assessment: Scone based pizza	Written assessment – end of year assessment:
<b>GCSE AO Link (where appropriate)</b>	N/a	n/a	n/a	n/a	n/a	n/a
<b>Homework</b>	Set once a fortnight	Set once a fortnight	Set once a fortnight	Set once a fortnight	Set once a fortnight	Set once a fortnight
<b>CEIAG</b>	Nutritionist, Environmental Health Inspector	Farming, Fishing Industry,	Food product developer.	Baker	Journalism, food photography	Chef
<b>Enrichment</b>	GBBO style competition – possibly linked to a House competition.	Practical linked to Christmas (such as gingerbread) if time allows	Charity linked cooking competition/event	Practical linked to Easter (such as Easter biscuits) if time allows	Charity linked cooking competition/event	Possible practical activities as part of Activities week