

Unit Title & Duration: Food year 7 A rotation												
Key Assessment skills & Assessment Objectives:												
Objectives	Outcomes	Activities	Linked AO's or NC	Homework Inc wider reading & KOs								
Learning Cycle:												
<p>Lesson 1: hygiene and safety/Conditions for bacterial growth. Types of food poisoning</p> <p>MARK POINT</p> <p>LQ: Can I explain the personal hygiene risks related to food safety?</p> <p>C.Q Can I suggest ways to reduce bacteria growth on food?</p>	<p>Pupils : Will understand the key health and safety procedures in food technology. Will be able to identify the key differences between a hygiene risk and a safety risk.</p> <p>Will understand the importance of storage of food. Will understand the conditions for bacterial growth and how to avoid it.</p> <p>Will understand the signs of food poisoning.</p>	<p>Do it Now: BACTERIA: What do you know about it? Can you fill in all 8 boxes? Divide a sheet into 8.</p> <p>Explanation: Introduction to year 8. What skills we will be learning and developing from year 7, we will begin by recapping kitchen hygiene and safe working practice. The main focus of the lesson is conditions for bacterial growth. We will do this so that pupils know how to be safe and hygienic and avoid food poisoning.</p> <p>In this project we will also be learning a range of practical skills, these will equip pupils so that they are able to produce a repertoire of predominantly savoury practical products (NC). We will revisit and develop knowledge of a balanced diet so that pupils have the knowledge to make good food choices and lead healthy lives.</p> <p>Develop their knowledge of food science experiment.</p> <p>Modelling/ Explanation: Explain the key temperatures for bacterial growth. Look at the different methods of food contamination (direct/indirect/cross/physical). Identification of high and low risk foods.</p> <p>Deliberate Practice: What are the key temperatures for bacterial growth? Use the information provided to complete the table below.</p> <table border="1"> <thead> <tr> <th>TYPE</th> <th>SOURCES (causes)</th> <th>ONSET</th> <th>SYMPTOMS</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Plenary What have you learnt? (likely exam questions)</p> <ol style="list-style-type: none"> 1. What are the 5 factors that affect the rate (speed) of bacteria multiplying? 2. Give 6 examples of foods that are most likely to cause food poisoning. 3. What are the main symptoms of food poisoning? 4. How could we prevent bacteria spreading? 5. What are three advantages to a catering business for having high food hygiene standards? 	TYPE	SOURCES (causes)	ONSET	SYMPTOMS					<p>NC</p> <p>Students will become competent in a range of cooking techniques</p> <p>AO</p> <p>1.3 Assess potential risks and hazards in the cooking environment.</p>	<p>Pupils use knowledge to complete hygiene in the kitchen worksheet.</p> <p>Evaluate the fruit fusion practical.</p> <p>AO</p> <p>3.3 Describe the purpose of different ingredients in a recipe.</p> <p>3.3 Evaluate completed dishes</p>
TYPE	SOURCES (causes)	ONSET	SYMPTOMS									

<p>Lesson 2/3 : Setting out the food science experiment</p> <p>L.Q Can I explain the purpose of a food science experiment?</p> <p>C.Q What are controlled conditions? Why is it important that we work in controlled conditions?</p> <p>MARK POINT</p>	<p>Pupils : Will demonstrate safe working practice. Will work in safe and hygienic conditions.</p>	<p>Do it Now: <i>How can science be linked to food? What makes a fair test?</i></p> <p>Modelling/ Explanation: Over the next two hours you will be planning and conducting a food science experiment. You will need to work in teams and conduct a 'FAIR' test. Results will need to be recorded and the following lesson you will be evaluating your results.</p> <p>What is the point of a food science experiment? What are we hoping to find out? <i>We are going to test the effect of changing the sugar.</i> How do we set it out? Start with the Aim <i>The Aim of our experiment is to investigate...</i> (now say what your group have decided to test) Extension Add a hypothesis... I hypothesise that</p> <p>Deliberate Practice: Work in teams of four to decide on their variables for the food experiment. Set out what fair/test conditions they will apply. Draw up a results table to record your findings next lesson. Make a prediction or 'Hypothesis' about the outcome</p> <p>Do it Now: What is the point of a food science experiment? What are you hoping to find out?</p> <p>Modelling/ Explanation: Follow your plan to complete the experiment in 'fair conditions'. The all in one method- weigh it out and mix it together! Ensure you are only changing one thing (type or quantity of sugar) Label your cake cases clearly. Work as a team 😊</p> <p>Deliberate Practice: Work in teams of four to complete the practical with their variables for the food experiment. Follow your own plans that you set for fair test /conditions they will apply. Fill in the table to record your findings lesson. Was your prediction or 'Hypothesis' about the outcome correct?</p> <p>Feedback: Once you have made your cakes you will need to test them, appearance, texture, size, colour and taste! Draw up a table so that you can record your findings..... Remember you will need detail in your answers so leave enough space.</p> <p>LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.</p>	<p>NC Students will become competent in a range of cooking techniques. AO 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking.</p>	<p>Pupils use knowledge to plan out the food science experiment and Evaluate the mini cakes practical. AO 3.3 Describe the purpose of different ingredients in a recipe. 3.3 Evaluate completed dishes</p>
<p>Lesson 4/5 : Eat well Guide/pasta bake</p>	<p>Pupils : Will know why it is important to have a balanced diet.</p>	<p>Do it Now: Which made the best cakes? Why? What affect did the changes you made have? If you had more time what further testing would you do?</p> <p>Explanation: What is the Eat well guide? Why do we need a guide for healthy eating? What does the guide represent? Does the UK have an issue with diet? Why does our body need a balance of</p>	<p>NC To understand the nutrients the body needs and</p>	<p>Keep a food diary for 2 days does my</p>

<p>L.Q Is there a reason to guide public eating? C.Q Does the U.K have a problem with diet and health? What indicators are there of this?</p> <p>Pasta bake practical L.Q Can you use the hob safely to boil water? C.Q Can you suggest ways of increasing the dietary fibre in the pasta bake product? Why do we need to consider this?</p>	<p>Will understand the main sections of the Eat Well Guide. Will be able to identify foods which should be eaten in moderation. Pupils : Will know how to complete a successful savoury product. Will understand how to use the grill and the oven to cook. Pupils will use differentiated sheets to guide them through the practical.</p>	<p>nutrients? What would happen if we did not get a balance? What is the difference between macro and micro nutrients? HAP's – What links can we make between diet and disease? What has the government focused on in the past 12 months? Discuss the sections of the guide. Modelling: What level of detail are we expecting in the written work? Example of pupils work shared. Annotated on the board/use of visualizer. With a peer work through the sections of the Eat well guide, research what each section is needed for. Deliberate Practice: Recap – we looked at this in year 7 Use the grey food preparation books to research the functions of each Macro group of nutrients. Make detailed notes on different coloured paper to add to your eat well guide. Do it Now: Q +A Why is it important to follow a hygiene routine? Deliberate Practice: Main pupils to use the kitchen space to prepare their pasta product. Pupils will revisit the knife skills they learnt in the last years practical, they will learn about the safe use of the hob/oven and the risks associated with cooking with heat. What are quality control checks? What is the Eat well guide? Why do we need a guide for healthy eating? What does the guide represent? Does the UK have an issue with diet? Why does our body need a balance of nutrients? What would happen if we did not get a balance? What is the difference between macro and micro nutrients? Feedback: Plenary pupils self asses their practical work. 1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food. 3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products. 5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively. 7/8/9 - I can plan practical work and my use of time in practical lessons. I can work hygienically and safely with independence at all times in practical lessons. Pupils to note down in books their level for this practical. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.</p>	<p>about balance. AO 1.1 Describe the main food groups. NC Students will become competent in a range of cooking techniques and be able to cook a repertoire of predominantly savoury practical products. AO 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking.</p>	<p>diet follow the guide? HWK to illustrate the Eat well guide sheet. AO 3.3 Describe the purpose of different ingredients in a recipe. 3.3 Evaluate completed dishes</p>
<p>Lesson 6/7: Science of bread/practical Will know how to make a nutritionally</p>	<p>Pupils : Will know how to knead.</p>	<p>Do it Now: Recall – We looked at bread and flour in year 7 How many different types of flour can you name? List them into your books with their different functions</p>	<p>NC Students will become competent in a range of</p>	<p>Evaluate the bread practical. AO</p>

<p>balanced pizza product. Will understand the functions of the different ingredients. Will be able to identify the key stages of bread making LQ: What impact does the choice of flour have when making bread? C.Q What is the function of gluten in bread? MARK POINT L.Q Can you demonstrate kneading? C.Q Can you produce a nutritionally balanced meal?</p>	<p>Will understand the importance of proving. Will have a deeper understanding of the function of yeast in bread making. Will be able to shape their bread products (6 identical shapes)</p> <p>Main pupils to produce a high quality, nutritionally balanced pizza product.</p> <p>Plenary self-assessment www/ebi</p>	<p>Explanation: Retrieval of prior knowledge. What are the four main ingredients in bread, what function does each have? Watch video to demonstrate problems with under proving. Pupils need to understand the functions of raising agents. Pupils need to understand the function of gluten.</p> <p>Bread is a staple food in the UK, What is a staple food? (Key Words: Enriched, Fortified) Bread is a good source of Carbohydrates, Protein, B Vitamins, Calcium and Iron, Wholemeal flour is a good source of dietary fibre.</p> <p>Deliberate Practice: Is this Pizza a balanced meal? What could you add to balance the nutrients? School will provide ingredients to make a cheese pizza, you may bring in additional toppings. We will cook next week!</p> <p>Do it now: What do you need to do to produce a high quality pizza product? What specific hygiene control needs to be in place when working with cooked meat?</p> <p>Deliberate Practice: Make a Pizza OR Bread product. Set a success criteria. Have you met the success criteria? Peer assess your partner-</p> <ul style="list-style-type: none"> • How well are they doing the kneading technique? • Can they do anything to improve their skills? <p>Feedback: Plenary pupils self assess their practical work. 1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food. 3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products. 5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively. 7/8/9 - I can plan practical work and my use of time in practical lessons. I can work hygienically and safely with independence at all times in practical lessons. Pupils to note down in books their level for this practical. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.</p>	<p>cooking techniques and be able to cook a repertoire of predominantly savoury practical products.</p> <p>AO 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking.</p>	<p>3.3 Describe the purpose of different ingredients in a recipe. 3.3 Evaluate completed dishes</p>
<p>Lesson 8/9: L.Q Can I explain the difference between</p>	<p>Pupils :</p>	<p>Do it Now: How did your pizza Turn out? Was the bread base thin or thick? Why? If you could make it again what would you do differently? Why would you do that?</p>	<p>NC Students will become competent in</p>	

<p>LBV and HBV proteins? C.Q. What would happen to our bodies if we did not get all 9 essential amino acids?</p>	<p>Will understand the functions of Protein. Will understand coagulation of gluten. Pupils will understand how to use the oven and hob safely.</p>	<p>Explanation: What do we already know? Retrieval of prior knowledge Deliberate Practice: Cold Task, write a paragraph about Protein. Modelling/ Explanation: Protein is made up from Amino Acids- 20 in total. Our body can make 11 The other 9 we have to eat, these are known as essential amino acids. What foods can we get protein from? What would happen if we don't get all 9? Can we make a protein cell? Use the peach coloured books.</p> <p>Protein malnutrition Kwashiorkor is a form of severe protein malnutrition characterized by edema, and an enlarged liver with fatty infiltrates. Sufficient calorie intake, but with insufficient protein consumption, distinguishes it from marasmus. Kwashiorkor cases occur in areas of famine or poor food supply. Cases in the developed world are rare. Breast milk contains proteins and amino acids vital to a child's growth. In at-risk populations, kwashiorkor may develop after a mother weans her child from breast milk, replacing it with a diet high in carbohydrates, especially sugar</p> <p>The makeup of proteins</p> <p>Deliberate Practice: Hot Task, write a paragraph about Protein. Do it Now: Why does our body need Protein? What are amino acids? Where is the protein in this dish? Deliberate Practice: Produce a high-quality stir fry product. Demonstrate gelatinisation of gluten. Demonstrate safe handling of raw meat.</p> <p>Feedback: Teacher assessment of practical work/ use of visualizer for whole class feedback. 1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food. 3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products. 5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively. 7/8/9 - I can plan practical work and my use of time in practical lessons. I can work hygienically and safely with independence at all times in practical lessons. Pupils to note down in books their level for this practical. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.</p>	<p>a range of cooking techniques and be able to cook a repertoire of predominantly savoury practical products.</p> <p>AO 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking.</p>	
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<p>Lesson 10/11 Calcium/ Vitamin D/ roux sauce. L.Q Can you explain the functions of Vitamin D and Calcium. C.Q What dietary problems would occur if there was a deficiency of the nutrients? L.Q Can you thicken a roux sauce? C.Q In the sauce what ingredient will gelatinise? Can you describe Gelatinisation?</p>	<p>Pupils : Will revisit what they learnt about the role of calcium and Vitamin D in the body. They will understand (through teacher demonstration) how to use the roux sauce method. Pupils will understand how to ensure they have enough Dairy products in their diet and the issues with deficiency/excess.</p>	<p>Do it Now: Retrieval How did your Stir Fry turn out? Did the sauce have a good flavour? Why? If you could make it again what would you do differently? Why would you do that?</p> <p>Explanation: Recap from yr 7 Function in the body of Calcium and Vitamin D. Explanation Calcium and vitamin D work together to promote bone growth and protect your bones—calcium helps build and maintain bones, while vitamin D helps your body effectively absorb calcium. So even if you're taking in enough calcium, it could be going to waste if you're deficient in vitamin D.</p> <p>Modelling/Explanation: Teacher demonstration of the roux sauce.</p> <p>Deliberate Practice: What nutrients are in the recipe? What is the function in the body of these nutrients? What nutrients are missing? How could you adapt the recipe to ensure a balance of nutrition?</p> <p>Do it Now: What do you need to do to produce a high quality roux sauce product? How can you stop the sauce going lumpy?</p> <p>Deliberate Practice: Pupils to use the roux sauce method to make macaroni cheese.</p> <p>Feedback: Teacher assessment of practical work/ use of visualizer for whole class feedback.</p> <p>Practical Assessment 1/2 - I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food. 3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products. 5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively. 7/8/9 - I can plan practical work and my use of time in practical lessons. I can work hygienically and safely with independence at all times in practical lessons. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.</p>		
Learning Cycle:				
<p>Lesson 12: evaluation L.Q Can I evaluate my skills and products from the</p>	<p>Pupils : Will reflect on all of the skills they have learnt over their course and evaluate their</p>	<p>Do it Now: What practical lessons have we done during this rotation of food and nutrition? What dishes did you make? Use your knowledge organizer to help you with key words. Explanation: We will revisit the previous two practical products and learn about Evaluations, how they help in the design process, what we need to include, how we can use this to help with future planning/developments.</p>	<p>NC using an awareness of taste, texture and smell</p>	

<p>food science course?</p>	<p>practical products.</p> <p>They will use some of the GCSE writing frames to plan out their practical work.</p> <p>This will be modelled through Q+A after the DIN task.</p>	<p>Did you include a variety of cooking skills e.g. sauce making, pastry making, bread making, rubbing in, creaming, whisking? State what skills you used for each dish.</p> <p>Did you include a variety of cooking methods i.e. boiling, baking, toasting, frying, poaching, microwaving? State what methods of cooking you used for each dish.</p> <p>Any changes you would make to the ingredients in the dishes if the practical were repeated and why?</p> <p><u>Time management</u></p> <p>Comment on your time management during the task.</p> <p>Would your food be acceptable for paying customers?</p> <p>If you could improve the “making” say how and why?</p> <p>If you would improve the presentation how and why?</p> <p>Deliberate Practice: Pupils to use the writing frames to evaluate their own work.</p> <p>Challenge; To make suggestions for future adaptations and include</p> <p>Feedback: Formal assessment.</p> <p>1/2 - I can identify basic equipment and say what they are used for. I can describe the foods I have made.</p> <p>3/4 - I can select foods that are healthier and make simple changes to my products. I can identify some good and bad points about my product when evaluating</p> <p>5/6 - I can identify equipment needed for practical lessons independently. I understand the nutrients in foods and our need for them. I can use sensory analysis when evaluating.</p> <p>7/8/9 - I understand the nutrients and can adapt recipes to make them healthier.</p>	<p>AO3.3</p> <p>Evaluate completed dishes.</p>	
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