



**Key Stage 3 Food Technology Scheme of Work 2019/20**  
**Year 7 - 9 week carousel model**



| Year 7        | Skills/Outcomes  | Theme   | Taught Elements  | Resources  | Cultural Capital |
|---------------|--|---|--|--|------------------|
| <b>Week 1</b> | <ul style="list-style-type: none"> <li>To understand the importance of food technology in our everyday lives.</li> <li>To understand the difference between hygiene and safety in the food room.</li> <li>To understand why hygiene and safety are so important when preparing and cooking food</li> </ul> | <p>What is Food Technology?</p> <p>Hygiene and Safety</p> | <p>What is Food Technology? What have pupils previously learnt at home/school. Discussions. What food technology is -basic life skills, learning how to cook, reflecting on what they have made at home or in school previously? How much do they already know?</p> <p>Introduction to Hygiene and Safety within Food Technology. Looking at key words. Introduction to what is safety and what is hygiene? Discussing safety rules.</p> | <ul style="list-style-type: none"> <li>PPT – Introduction to Health and Safety</li> <li>Exercise books</li> <li>PPT – Introduction to Health and Safety</li> <li>Exercise books</li> <li>Printed pictures of messy kitchen (slide 14)</li> </ul> |                  |
| <b>Week 2</b> | <ul style="list-style-type: none"> <li>To develop a knowledge and understanding of the range of small kitchen equipment and what each piece is used for.</li> </ul>  | Small kitchen equipment                                   | New pieces of equipment, their uses and what foods we would use the equipment for. Organisation of small equipment in the kitchen areas.   | <ul style="list-style-type: none"> <li>PPT – Kitchen equipment ID</li> <li>HWK: Equipment worksheet – Name, use of the equipment and foods we would use it for.</li> </ul>   |                  |

**Commented [JB1]:** Could weeks 1 and 2 not be combined to avoid the pace becoming slow?



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|               | <ul style="list-style-type: none"> <li>To know how to organise themselves in preparation for their practical</li> <li>To know how to use a knife safely</li> <li>To know how to cut different fruits correctly using the bridge and claw technique.</li> </ul>         | Fruit Salad demonstration/knife cutting techniques | <p>Fruit salad demonstration by the teacher and introducing the knife cutting techniques. Putting them into their practical pairs.</p> <p>How to watch a demonstration taking place, how to organise themselves in preparation for their practical, how to use a knife safely and how to cut different fruits correctly.</p>        | <ul style="list-style-type: none"> <li>Recipe sheet</li> <li>Ingredients for the demonstration</li> </ul>   | <p>Incorporate unusual/exotic fruit and encourage students to do the same when they make their fruit salad.</p> <p><a href="#">Seasonal fruits – what fruits are available during what season (cheaper to buy in supermarkets).</a></p> |
| <b>Week 3</b> | <ul style="list-style-type: none"> <li>To demonstrate a knowledge of hygiene and safety whilst preparing fruit salad.</li> <li>To demonstrate a knowledge of knife skills whilst preparing fruit salad.</li> <li>To Demonstrate how to garnish using salad.</li> </ul> | Fruit Salad practical                              | <p>2 main knife cutting techniques, how to manage their time, how to make a food product, why we use orange juice to make a fruit salad, how to organise themselves, how to work independently and with a partner/team.</p> <p>How to observe, how to garnish their sandwich, how to carry out different garnishing techniques,</p> | <ul style="list-style-type: none"> <li>Necessary Equipment</li> <li>Sharp Knives</li> <li>Tea towels/Dishcloths</li> <li>Salad ingredients and necessary</li> </ul> |   |

**Commented [JB2]:** I am not sure this fits in with the definition of cultural capital (see bullet 203 'School Inspection Handbook')

**Commented [JB3]:** Are these activities in week 3 and week 4 sufficiently challenging? Do they build successfully on what has already been learned in KS2? For example, on the website of a local primary school it says pupils in Year 4 'will make a savoury cooking dish. They will learn about food preparation and hygiene. They will develop a variety of skills such as cutting, and measuring'.



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|               | <ul style="list-style-type: none"> <li>To understand types of garnish</li> <li>To understand the purpose of garnishing</li> <li>To demonstrate a knowledge of ingredients used for garnishing</li> </ul>   | Garnishing techniques.         | recap knife cutting skills, how to be creative with food. Demonstration on how to garnish using salad. Look at previous examples from other years.  | <p>equipment for demonstration</p> <ul style="list-style-type: none"> <li>Photos of previous examples</li> <li>HWK – Garnishing research.</li> </ul> |   |
| <b>Week 4</b> | <ul style="list-style-type: none"> <li>To demonstrate a knowledge of hygiene and safety whilst preparing the sandwich.</li> <li>To demonstrate a knowledge of knife skills whilst preparing the sandwich.</li> <li>To put into practice their knowledge of garnishing techniques</li> <li>To peer assess the practical work produced.</li> </ul> | Sandwich competition practical | How to be creative in food, how to garnish their sandwich ( <a href="#">presentation</a> ), how to plan for practical lessons, knife cutting techniques whilst garnishing, <a href="#">garnishing techniques</a> .- Practical lesson with WWW/EBI at end. Peer-assessment at the end of the lesson. | <ul style="list-style-type: none"> <li>Necessary Equipment</li> <li>Sharp Knives</li> <li>Tea towels/Dishcloths</li> </ul>                           | Look at range of breads and ingredients available <a href="#">Origin of bread</a> . |

Commented [JB5]: This does not seem to accord with the definition of cultural capital.



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|               | <ul style="list-style-type: none"> <li>To develop the skills of evaluation in terms of their completed food products.</li> <li>To know how to use and complete a star profile and to understand the importance of its use in sensory evaluation.</li> <li>To have the ability to talk about their work positively and to be able to suggest improvements.</li> </ul> | Sandwich Evaluation                | <p>Introduction to sensory evaluation and recording on a star profile.<br/>           Issue photographs of sandwiches.<br/>           Explanation of evaluation questions and completion of star profile.<br/>           Introduction to sensory word bank.</p>           | <ul style="list-style-type: none"> <li>Sandwich evaluation questions</li> <li>Sandwich Star Profile</li> <li>PowerPoint</li> </ul>          |  |
| <b>Week 5</b> | <ul style="list-style-type: none"> <li>Pupils to understand the rules for weighing and measuring solids and liquids.</li> <li>Pupils to be able to convert oz &lt;-&gt; g.</li> <li>Pupils to show knowledge and understanding of</li> </ul>   | Weighing and Measuring/Washing-up. | <p>Equipment used for weighing and measuring both in school and at home.<br/>           Demonstration of school equipment used for weighing and measuring.<br/>           Explanation of correct washing up process including reasons relating to hygiene and safety.</p> | <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Equipment - demonstration</li> <li>Video clip</li> <li>Question sheet</li> </ul> |  |

Commented [JB4]: Is this activity sufficiently challenging?

Commented [JB6]: It is difficult to see why these activities take a full hour of curriculum time.



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|               | <p>the wide variety of equipment using for weighing and measuring.</p> <ul style="list-style-type: none"> <li>To know how to organise themselves in preparation for their practical</li> <li>To know how to use the oven safely</li> <li>To know how to apply the creaming method when making cookies.</li> </ul> | Cookie Demonstration | <p>Cookies demonstration by the teacher and introducing how to use the oven safely.</p> <p>How to watch a demonstration taking place, how to organise themselves in preparation for their practical, how to use an oven safely and how to apply the 'creaming' method and apply a variety of flavourings to a basic recipe.</p>                                     | <ul style="list-style-type: none"> <li>Recipe sheet</li> <li>Ingredients for the demonstration</li> <li>Worksheet</li> <li>PowerPoint</li> <li>Equipment</li> </ul> | <p><a href="#">Link to famous bakers from Britain and around the world.</a></p> |
| <b>Week 6</b> | <ul style="list-style-type: none"> <li>To understand the different parts of the cooker.</li> <li>To demonstrate knowledge of foods which can be cooked using each part of the cooker.</li> <li>To show basic understanding of cooking methods.</li> </ul>   | Use of the Cooker    | <p>How to turn the oven on and off safely.</p> <p>Introducing the three parts of the cooker – hob, grill and oven. Identifying each of these on the appliance <a href="#">and practising turning on and off, changing temperature, turning grill on/oven and low/high flame for hob.-</a></p> <p>Discussing food that can be cooked on each part of the cooker.</p> | <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Worksheet</li> <li>Use of kitchen appliances</li> </ul>  |   |



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|               | <ul style="list-style-type: none"> <li>To utilise the oven safely.</li> <li>To show a knowledge and understanding of the creaming method when making cookies.</li> </ul>  | Cookie Practical                            | <p>Different cooking methods for each part of the cooker.</p> <p>Pupils will be taught how to manage their time.</p> <p>How to make a food product, why we use the creaming method to make cookies.</p> <p>How to organise themselves.</p> <p>How to work independently and with a partner/team.</p> <p>Adapt a basic recipe to include different flavourings.</p> <p>How to use the oven safely.</p>    | <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Necessary Equipment</li> <li>Tea towels/Dishcloths/oven gloves</li> <li>Baking trays</li> </ul> |   |
| <b>Week 7</b> | <ul style="list-style-type: none"> <li>To know how to organise themselves in preparation for their practical</li> <li>To extend their knowledge on how to use the oven safely</li> <li>To know how to apply the rubbing in method when making scones.</li> <li>To understand the correct</li> </ul> | <a href="#">Savoury</a> Scone demonstration | <p><a href="#">Savoury</a> Scones demonstration by the teacher and extending knowledge on how to use the oven safely.</p> <p>How to watch a demonstration taking place.</p> <p>How to organise themselves in preparation for their practical.</p> <p>How to use an oven safely.</p> <p>How to apply the 'rubbing in' method and apply a variety of flavourings to a basic recipe when making scones.</p> | <ul style="list-style-type: none"> <li>Recipe sheet</li> <li>Ingredients for the demonstration</li> <li>PowerPoint</li> <li>Equipment</li> </ul>           | <p><a href="#">Difference between plain and self-raising flour.</a></p> <p><a href="#">Why we use self-raising flour.</a></p> |

**Commented [JB7]:** I question the choice of food to be cooked in weeks 6 - 7. The national curriculum does state that there should be a predominance of savoury food, and is this product encouraging pupils to adopt a healthy lifestyle?



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|               | <p>consistency when making scone dough.</p> <ul style="list-style-type: none"> <li>To utilise the oven safely.</li> <li>To show a knowledge and understanding of the rubbing in method when making scones.</li> <li>To demonstrate an understanding of the correct consistency for scone dough.</li> </ul> | Scone practical | <p>Awareness of correct dough consistency when making scones by adding liquid a small amount at a time.</p> <p>Pupils will be taught how to manage their time.<br/>How to make scones while using the rubbing in method.<br/>How to organise themselves.<br/>How to work independently and with a partner/team.<br/>Adapt a basic recipe to include different flavourings.<br/>How to use the oven safely.<br/>How to ensure the correct consistency by careful addition of liquid.</p> | <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Necessary Equipment</li> <li>Tea towels/Dishcloths/oven gloves</li> <li>Baking trays</li> </ul> |   |
| <b>Week 8</b> | <ul style="list-style-type: none"> <li>To introduce a design brief.</li> <li>To enable students to generate ideas based on design brief.</li> <li>To introduce the topic of nutrition for a young child in the design of the pizza and ingredients used.</li> </ul>  | Pizza Brief     | <p>Introduce what a design brief is. Pupils will be taught how to follow a design brief.<br/>Generate ideas from the design brief through research.<br/>Introduce basic nutrition for young children.<br/>Decide on final design idea.</p>  | <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Colouring in pencils</li> </ul>   | <p><a href="#">Where does pizza come from? What country. Link to famous Italian chefs – Gino D'acampo</a></p> |



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|               |   |                    |  |  |  |
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|               | <ul style="list-style-type: none"> <li>To utilise the oven safely.</li> <li>To show a knowledge and understanding of nutrition for a young child in the design of the pizza and ingredients used.</li> <li>To demonstrate a knowledge of knife skill whilst preparing pizza ingredients.</li> </ul> | Pizza Practical    | <p>Pupils will be taught how to manage their time.</p> <p>How to make a nutritious pizza for a young child.</p> <p>How to organise themselves.</p> <p>How to work independently and with a partner/team.</p> <p>Adapt a basic recipe to include different toppings.</p> <p>How to use the oven safely.</p> | <ul style="list-style-type: none"> <li>PowerPoint</li> <li>Necessary Equipment</li> <li>Tea towels/Dishcloths/oven gloves</li> <li>Baking trays</li> </ul> |  |
| <b>Week 9</b> | <ul style="list-style-type: none"> <li>To understand how to evaluate a full module of work completed, identifying knowledge gained and gaps in knowledge.</li> <li>To assess what pupils have learnt during the year 7 basic skills module.</li> </ul>  | Overall Evaluation | <p>How to recap all the work covered since the beginning and identify what they have learnt, what they have enjoyed, what they have disliked.</p> <p>How to evaluate.</p>  | <ul style="list-style-type: none"> <li>Overall evaluation questions</li> </ul>   |  |
|               |   | End of Unit Test   | <p>Pupils complete End of Unit Assessment to establish progress made.</p>  | <ul style="list-style-type: none"> <li>Copies of End of Unit test</li> </ul>   |  |





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