

Subject – Food Technology

Core skill focus

Year group: 7		Module title: Healthy Eating		Length of module: 12 weeks	
Module intent / knowledge to be gained <ul style="list-style-type: none"> • For students to understand the different skills in making food products • Understand health and safety in the food room and how to use equipment safely • Presentation of food to make it look appetising. • What the design process is. • Nutrients and why they are needed in the body • Healthy eating guidelines • 1 Star Chef – Design task used to start students thinking about research around a specific topic. Start thinking about the needs of other people rather than just themselves. 		Sequence – where does this module fit? Links to past and future learning This is the first module; most students will have had little experience of food technology in primary school. This module will teach basic food preparation and cooking skills that will be built upon in future years. They will learn the basics of healthy eating and nutrition that will also be necessary for students opting in years 10 and 11. Students will have a basic input into choosing dishes and ingredients needed to fulfil a brief, a requisite for examination classes.			
Key words: Healthy eating Rubbing in Method Creaming method Knife skills Presentation of food Recipe adaptation Nutrients Sensory analysis					
Week number	Learning activity / intention of knowledge	Stretch & Support activities		Homework	
1	<ul style="list-style-type: none"> • DEM: Scones – weighing and measuring, rubbing in method, • THEORY: Health and Safety rules of the room – how to remain safe, turn on the cooker (Hob, and oven) Names of tools and equipment and how to use the cooker. • Weighing and measuring task. List health and safety rules 	Students to work in pairs to show and support each other to use the cooker. More able students to help others		Health and safety poster	

	<ul style="list-style-type: none"> Identify items of equipment – be able to identify a range of equipment 		
2	<ul style="list-style-type: none"> PRACTICAL: Scones – using the rubbing in method, shaping and the importance of the correct consistency. DEM: Scone based pizza – build on previous practical, savoury option and introduce the need for healthy eating. New technique, rolling out and shaping. Basic knife skills. THEORY: What is healthy eating? Why is it important? Produce own version of the Eatwell guide Produce own Eatwell guide 	<p>During practical, students who finish are encouraged to help other students.</p> <p>Proforma for less able students to complete the Eatwell guide.</p>	Find out what the government guidelines are for healthy eating
3	<ul style="list-style-type: none"> PRACTICAL: Scone based pizza – demonstrate practical skills from demonstration. DEM: Fruit Salad – demonstrate knife skills and use of specialist equipment i.e. pineapple cutter, apple wedger and mango cutter. THEORY: Enzymatic Browning experiment – investigate ways to slow and stop the browning process, pupils will use a variety of ingredients and methods. They will research the science behind the methods to form a hypothesis. Carry out enzymatic browning experiment – write up with conclusions 	<p>Students to help each other, team working to tidy up.</p> <p>Proforma available. Scaffolded worksheet with additional information for the students needing extra support</p>	a-z of fruit and vegetables
4	<ul style="list-style-type: none"> PRACTICAL: Fruit Salad – knife skills and presentation techniques as well as using specialist equipment DEM: Pasta Salad – use of the hob, vegetable preparation and knife skills. Health and safety practices. Using a further range of equipment. THEORY: Health and safety practices that need to be followed to avoid contamination. Use of different coloured chopping boards, the changing and washing of equipment Cross contamination – major cause of food poisoning, why is it necessary and how can it be avoided? 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p> <p>Scaffolded worksheets for the students needing extra support</p>	Where food should be stored in the fridge and how to keep it clean/maintained

5	<ul style="list-style-type: none"> • PRACTICAL: Pasta Salad – use of the hob and health and safety routines associated with it. Knife skills and how to prevent cross contamination. • DEM: Raspberry Buns/Rock Cakes – recipe adaptation, same basic recipe, this shows how pupils can adapt and change to produce significantly different dishes. • THEORY: How to substitute foods and cooking methods to improve healthy eating. Practical –Pasta Salad • Knife skills • Complete table with alternatives and cooking methods 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p> <p>Scaffolded worksheets for the students needing extra support</p>	<p>Diary of food over two days, assess whether they think it is healthy and what they could do to improve.</p>
6	<ul style="list-style-type: none"> • PRACTICAL: Raspberry Buns/Rock Cakes – students choose their own preference for this. Skills in shaping and portion control to show evenness of cooking • THEORY: Functions of ingredients used to make a variety of different products. Use of sensory terms – expand their terminology in describing food to make it more meaningful. Nice is band! Words need to be descriptive. • DEM: Marble Fruit Cake – creaming method, use of fruit to create a healthier option. • Identify the key ingredients and their functions in recipes – understand what the main ingredients in a recipe do and start to understand the consequences of incorrect measurements • Complete table – students will observe a set of cakes made with different quantities of the main ingredients; they will have to decide what is wrong with them. 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p> <p>Scaffolded worksheets for the students needing extra support</p>	<p>Produce a poster to show the functions of ingredients.</p>
7	<ul style="list-style-type: none"> • PRACTICAL: Marble Fruit Cake – creaming method, use of different ingredients, correct weighing and measuring. Use of the main oven following health and safety routines • DEM: Mini Quiche – pastry making – short crust, introduce the rules of pastry making, importance of accurate weighing and measuring. Importance of a quality product. • THEORY: Nutrients needed in the body and their functions – focus on the main nutrients, protein, carbohydrate, fat, vitamins, 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p>	<p>Produce a poster to show the functions of nutrients in the body</p>

	minerals, and fibre. Use of the Eatwell guide to show the food groups and portion control. Related to the government guidelines for Healthy Eating.	Scaffolded worksheets for the students needing extra support	
8	<ul style="list-style-type: none"> • Practical – Mini quiche – pastry making, rolling out and shaping. Using a range of ingredients to produce interesting and edible products. Presentation a key element. • Design brief – The muffin Market, students will have the opportunity to work through a design brief and produce a product that will fulfil the requirements. (This is a major part for KS4 exam work) • Analysis of the task – break down task into component parts to identify the key areas. • Healthy options need to be included to answer the brief, students will need to refer to healthy eating guidelines from previous lessons for research 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p> <p>Scaffolded worksheets for the students needing extra support</p>	Questionnaire – what types of muffins do people prefer
9	<ul style="list-style-type: none"> • PRACTICAL: Sweet Muffins – combining and portion control, using sweet ingredients to make the classic muffins • DEM: Savoury Muffins – Twist to introduce the increase of the 5 a day. Changes the texture slightly, again portion control • THEORY: Design their own range of sweet and savoury muffins, include healthy options as well as sweet and savoury. Practical – sweet muffins, will need to refer to the design brief and their own analysis • Design own range in line with design brief – range will need to relate to the design brief, analysis, and research. 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p> <p>Scaffolded worksheets for the students needing extra support</p>	Investigate different types of muffins sold in the supermarket plus prices
10	<ul style="list-style-type: none"> • PRACTICAL: Savoury Muffins, combining and portion control • DEM: No Dem • THEORY: Plan final practical, time plan, ingredients, and equipment list. Reasons for choice, this must relate to the brief. Time plan be will basic; this will be developed through the key stage for use in KS4 examination work 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p> <p>Scaffolded worksheets for the students needing extra support</p>	Devise an advert to advertise the muffin market

11	<ul style="list-style-type: none"> • Produce time plan – complete the time plan. Include the times in the lesson, method and special points – health and safety rules to ensure they produce a quality product. • Ingredient list – include measurements • Equipment list – itemise all equipment needed. • Reasons for choice • Advertising for the Muffin Market - Promotion 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p> <p>Scaffolded worksheets for the students needing extra support</p>	
12	<ul style="list-style-type: none"> • Practical – own design- students will have chosen their own ingredients, they will combine and show portion control. They will also make sure the presentation of their items is of a high standard. • Photograph final products for book. • Final evaluation PRACTICAL: Own Design Muffins • DEM: No Dem 	<p>More able students to help other students during practical lessons.</p> <p>More able students will complete tasks in greater detail and be expected to write in paragraphs.</p> <p>Scaffolded worksheets for the students needing extra support</p>	None set