

### What are the aims and intentions of this curriculum?

The children will become independent, resourceful and respectful individuals by exploring different cultures, beliefs and traditions with food. The scheme of work for year 7 links into many subjects with topics such as sustainability and world food cultures, science with food chemistry, microbiology and nutrition. It aims to develop social and life skills within the classroom that will encourage each child to link nutrition and health to wellbeing. Food Technology allows children to gain a range of practical skills to help them to be creative and independent. Throughout Food Technology there is focus on preparing healthy dishes safely and hygienically. They will invest in their practical work to enable key life skills. Students are encouraged to be creative via the Scheme of Work taking into consideration diversity, tolerance and individuality which is celebrated. Linking to religious studies with food beliefs and choices, how British values have influenced the history of eating patterns and food availability. Along with cooking and nutrition with the importance of a balanced diet. Children will develop their practical skills, to further develop their confidence and independence in this area. Food technology is an open door to the possibilities of how our next generation will appreciate the food foot print and the eco-friendly world that is needed a head of them. Food Technology is inclusive of all different styles of learning and assessed through a variety of practical tasks, quizzes, team building and over all intelligence on what food does for us. The children learn crucial life skills that enables them to feed themselves and others a skill needed throughout life.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<p><b>Mental wellbeing</b> How food supports mental health and the effects it has on physical abilities e.g. energy, moods, weight and mental abilities. Demonstrate a range of food preparation and cooking techniques.</p> <p><b>Respectful relationships including friendships.</b></p> <p>Prepare and make a range of products, including accurate weighing, cutting techniques, rubbing-in etc.</p> <p>To learn the principles of nutrition and health. Working ingredients together to create a dish.</p> <p><b>International for preservation of the Ozone Layer.</b> <a href="http://www.unep.fr/ozonaction/events/ozoneday/">www.unep.fr/ozonaction/events/ozoneday/</a> National Organic month - September</p>	<p>Understand what food does for us and how we can change our habits for better health.</p> <p>To understand and follow health and safety rules and demonstrate the safe use of key pieces of equipment in the kitchen including hob and oven.</p> <p>Seasonality and characteristics of ingredients. Along with how this is sourced.</p> <p>Nutritional values</p> <p>National Organic Month – what is organic</p> <p>Carbon Foot print.</p>	<p>Prepare and make a range of products, including accurate weighing, cutting techniques, rubbing-in etc.</p> <p>To understand basic healthy eating principles, understanding the Eatwell Plate.</p> <p>Working with different people.</p> <p>How to follow a recipe and understand the importance of working methodically.</p> <p>To evaluate food products using the five senses and consider improvements that could be made.</p> <p>Understanding of Farm to Fork foods</p>	<p>Assessed through practical tasks. This way they learn by doing and pick up other relevant life skills such as organisational skills, teamwork, time management, social skills, emotional intelligence.</p> <p>Two peer observations over the course of 6 weeks. Quiz's</p>

<b>Autumn 2</b>	<p><b>Physical Health and Fitness</b></p> <p>Balanced diets, recognising labels for information on weight, links with diet and exercise, concerns around fast food fast life, health issues and food, allergies, culture and traditions.</p> <p>Follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes.</p> <p><b>Respectful relationships including friendships.</b></p> <p>Black History Month – Cultural food. World food day 16<sup>th</sup> of October.</p>	<p>How the Eatwell plate works with 7 a Day and How the principles of <i>The Eatwell Guide</i>, relate this to their own diet and cultures</p> <p>To evaluate food products using the five senses and consider improvements that could be made.</p> <p>Respect for different preferences for food.</p>	<p>Name the main nutrients provided by <i>The Eatwell Guide</i> food groups.</p> <p>To prepare and cook a dish using vegetables, salad vegetables and a dressing, (such as pasta, potato as well as fruit). Apply the principles of food safety and hygiene when cooking and demonstrate the safe use of sharp knives.</p> <p>To evaluate food products using the five senses and consider improvements that could be made.</p>	<p>Be able describe the principles of The Eatwell Guide and relate it to their own diet. Name the main nutrients provided by The Eatwell Guide food groups.</p> <p>Practical skills, communication, team management, understanding of health benefits in foods and How it effects our health. Practical assessments</p>
<b>Spring 1</b>	<p><b>Healthy Eating</b></p> <p>How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. Marketing for food. Design and make prototype packaging for drinks.</p> <p><b>Online Safety</b> <b>Respectful relationships including friendships.</b></p> <p>Valentine's day 14<sup>th</sup> of February</p>	<p>Design skills will be developed through the completion of the mini project. Students to consider different ingredients and flavour combinations they could use to make a batch of savory dishes.</p> <p>How marketing works and helps develop food understanding. Online and Media – sharing photos and videos on Teams and other media platforms.</p>	<p>Other practical's will also require students to develop design ideas to show how they are modifying ingredients to make them healthier and more suited to their personal tastes.</p> <p>Development of design ideas, initiative, and willingness to experiment packaging and different foods together. Design and Make.</p>	<p>Impact of working individually and independently. How to make the healthy choice.</p> <p>Recall and apply the principles of food safety and hygiene. Demonstrate the knowledge, understanding and skills needed.</p>
<b>Spring 2</b>	<p><b>Health and Prevention</b></p> <p>Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection. Recall and apply the principles of food safety and hygiene.</p> <p>Competent cooking. Benefits of minerals, vitamins and balance in the diet. Shrove Tuesday 21<sup>st</sup> of February.</p>	<p>Explain where starchy carbohydrates come from and why they are important in the diet.</p> <p>Understand Food related causes of ill health including bacteria, allergies and intolerances.</p> <p><b>Understanding Fairtrade</b> Relationships and religion</p>	<p>To identify how lifestyle and culture can affect food choice.</p> <p>Calculate the energy and nutrients provided by a recipe using a nutrition analysis programme.</p> <p>Cooking, Cleaning, Chilling and Contamination</p>	<p>They learn how to work safely and hygienically in a Food environment and develop their skills to produce a variety of dishes.</p> <p>Clear identification of the 4C's.</p>

<b>Summer 1</b>	<p><b>Good health and the benefits we gain.</b></p> <p>Good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist - Balanced diets, what food does in our bodies.</p> <p>World Book Day 1<sup>st</sup> March International Women's Day 8<sup>th</sup> March. Mothers Day 18<sup>th</sup> March St Patrick's day 17<sup>th</sup> of March World Health Day 7<sup>th</sup> April World Fairtrade Day 14<sup>th</sup> May British Sandwich week 15<sup>th</sup> May</p>	<p>Where dairy and alternatives come from and how consumer demand influences availability, e.g. lower fat dairy products.</p> <p>Bacteria and how it grows if HACCP is not in place for cooking and Health.</p>	<p>Compare and evaluate a range of dairy and alternative products using food labels and sensory evaluation.</p> <p>Peer observations during practical</p> <p>To identify how lifestyle and culture can affect food choice.</p> <p>Evaluate Taste, texture and Smell</p>	<p>Children are informed and practice Health and safety within the kitchen along with a clear understanding of Hygiene and Health when they are completing tasks.</p> <p>Students will put skills to practice in all practical's in food technology</p>
<b>Summer 2</b>	<p><b>Balanced diets</b></p> <p>What food does in our bodies The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn – Eating schedules' how it affects daily life and our bodies. Identify how and why people make different food and drink choices.</p> <p><b>Families</b></p> <p><b>Stereotypes – roles in cooking not to be stereotyped in gender.</b></p> <p>Food Safety week 6<sup>th</sup> June</p>	<p>Know how to use and cook dairy and alternative products for different diets.</p> <p>Pride week – understanding and respect relationships Including friendships Rainbow cakes</p>	<p>Time management in the kitchen. Using time effectively. This helps students to develop the skills and knowledge they need to make and implement healthy food choices, to be comfortable and confident in a kitchen.</p>	<p>Apply knowledge of ingredients to design a dish for a specific purpose and justify their choice.</p>