

The Big Picture—Intent

FOOD In year 7, students are taught how to work safely in a kitchen, including washing up in a safe and hygienic manner, and knowing the 4C's of food safety. Students learn how to cut safely using a sharp knife, and are taught how to cook using an oven and hob. Students are taught how to use scales to weigh ingredients, and a measuring jug to measure liquids. They are also taught from year 7 to start think about the science behind some of the cooking that they do, for example enzymic browning.

In their second half term of Food in year 7, students are taught about the creaming method and rubbing in method for making cakes. They practise their cutting skills, and learn how to use a grill safely. Students are encouraged throughout year 7 to work as part of a team when tidying and cleaning their cooking areas.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

In Year 7, students at Idsall School study a broad range of subject areas within Design and Technology. The year is split into 6 half terms, with students studying two half terms each of Food and Product Design, as well as a half term each of Graphics and Textiles. Students in year 7 will study theory for each topic area, and have the opportunity to develop practical skills, whilst learning about the health and safety implications involved with each. There is end of year assessment that covers content from all of the D&T subject areas.

- Lessons will be based around multiple representations; Concrete, Pictorial, Abstract to give a deeper understanding of concepts. Reasoning will be developed through the exploration of solving real and relevant problems within a variety of contexts.
- Students are first taught about the 4C's of food hygiene, and how to wash up effectively, before they do any cooking.
- Students watch live demonstrations by their teachers (WAGOLL).
- Practical skills—Students work independently to prepare and Cook recipes.
- Photos—students practical work is recorded using photographs, which are glued into their sketchbooks. Students will evaluate by annotating their photos to explain what went well (www) and even better if (ebi).
- Group work—Students work as part of a team of 2 or 3 when cleaning and washing up.
- Recall—Questions at the start of each lesson link back to previous lesson to support in the recall of knowledge.
- Literacy is developed through students adding definitions to a list of key words which are used throughout the half term. These words are provided online, along with a visual guide, for students to revise from for their end of half term assessment. Students develop their use of subject specific vocabulary when they write their www and ebi comments for dishes they have made.

Key Summative Assessments

- Sketchbook – all assessment and subject work is recorded in lessons. Feedback in sketchbook.
- Retrieval homework, live marking and low stakes testing.

FOOD 1

- Homework task
- End of half term assessment

FOOD 2

- Practical
- Long answer question

Impact

Students will be confident and able to work safely in a kitchen using the correct techniques with a variety of equipment including knives, cooking equipment and hot liquids. Students develop practical skills and an understanding of why ingredients and techniques are used in recipes. Students are able to recognise and analyse tastes and textures in their food, using appropriate subject specific vocabulary. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

YEAR 7 CURRICULUM OVERVIEW - FOOD AND NUTRITION

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future learning (Y8)
FOOD 1 Health & Safety Cutting Enzyme Browning Nutrition Weighing and Measuring Oven, Hob Boiling FOOD 2 Sponge Cakes Grilled Snack Food Hygiene Long answer exam style question Savoury Scones Taste Testing	<ul style="list-style-type: none"> Washing up Demonstrate the principles of food hygiene and safety focusing on using knives, the kettle, grater, peeler and other small equipment. To acquire and demonstrate knife skills (bridge and claw technique) and use small equipment to prepare and make a fruit salad and a pasta salad. To acquire and demonstrate weighing and measuring skills using a measuring jug and weighing scales, with coloured water and dry pasta. Students will use these skills at home when preparing food for their practical cooking lessons. To use a hob for melting ingredients and an oven to bake flapjack. Use a grill to cook a pitta pizza. To be able to use a variety of cake making methods, including melting, rubbing in, creaming and folding. Using a hob to boil water To taste test, and evaluate the success of a food product. 	<ul style="list-style-type: none"> Explain the layout of the food room and to recognise, name and locate the tools and equipment in the food room 4C's of Food Safety—Understand that it is important to store, prepare and cook food safely and hygienically To describe the expectations for working in the food room including food hygiene and safety practices. What enzymic browning is, why it occurs, how to prevent it How to read measurements and weights accurately. Know that we need food and drink to grow, be active maintain health and stay alive. Understand that a variety of food and drinks are needed for health, as depicted by the Eatwell Guide Understand that all food comes from plants or animals Understand that front of-pack traffic light labels help us make a healthier choice Understand that there are a variety of ingredients that can be used for cooking, and the science behind those ingredients. Understand that to be active and healthy, food is needed to provide energy for the body. Know that being active is important for health Understand the difference between sweet and savoury flavours. Know how to assess taste, texture and appearance of a food product. 	<ul style="list-style-type: none"> use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and The Eatwell Guide, food choice. Weighing and measuring in maths Prepare and cook using a range of cooking techniques. The senses in Biology. 	<ul style="list-style-type: none"> Deepen knowledge and understanding of food, nutrition and food provenance by finding out about the red tractor scheme, and food assurance. Develop food skills and techniques, including bread making. Further develop and demonstrate the principles of food hygiene and safety. Develop the creative, technical and practical expertise needed to perform everyday tasks confidently. Build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people.

YEAR 7 CURRICULUM OVERVIEW - FOOD AND NUTRITION

FOOD 1 Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future learning (Y8)
Health & Safety	Washing up	4C's of Food Safety		H&S
Cutting	Knife Skills—carrot	How to use a knife safely—Bridge, Claw	Prepare dishes	Precision cutting
Enzyme Browning	Prepare a fruit salad	Why enzymic browning occurs, how to prevent it	No prior learning	Science of breadmaking
Nutrition	Plan a balanced diet	Macronutrients	Healthy eating	Eatwell Guide
Weighing and Measuring	Numeracy—Using measuring jugs and weighing scales	How to read measurements and weights	Weighing and measuring in maths	Weighing for equal portions
Oven, Hob	Flapjack—hob for melting, oven to bake	How to use an oven safely	Use a range of cooking techniques	Oven—pizza
Boiling	Using a hob to boil water, knife skills	How to boil water safely. Using a knife to cut a variety of vegetables.	Use a range of cooking techniques	Hob for frying

FOOD 2	Skills	Knowledge	Prior Learning (Yr. 6)	Future Learning (Yr. 8)
Sponge Cakes	Creaming Method	How the creaming method works to create sponge texture	Prepare and cook using a range of cooking techniques	Sweet Muffins
Grilled snack	How to use the grill Revisit knife skills	What effect the grill has on food	Prepare and cook using a range of cooking techniques	Pizza made using fresh dough
Food Hygiene Long answer question	How to answer a long answer style question	Food Hygiene and personal hygiene	Prepare and cook using a range of cooking techniques	Red Tractor, Food Assurance
Savoury Scones	Rubbing in Technique	Sweet/Savoury flavours.	Prepare and cook using a range of cooking techniques	Savoury Muffins
Taste Testing	Taste testing, evaluation	How to assess flavour and texture	Senses in Science	Taste Testing

The Big Picture—Intent

In Year 8, students at Idsall School study a broad range of subject areas within Design and Technology. The year is split into 6 half terms, with students studying two half terms each of Food and Product Design, as well as a half term each of Graphics and Textiles. Students in year 9 will study theory for each topic area, and have the opportunity to develop practical skills, whilst learning about the health and safety implications involved with each. There is end of year assessment that covers content from all of the D&T subject areas.

FOOD 1 In year 8, students will learn about the science behind breadmaking. They will practise their weighing and measuring skills learnt in year 7, by weighing equal measures of dough. Students develop their knife skills using a variety of foods. Students will understand the Eatwell guide, and how it can be used to ensure a balanced diet. Students learn about the various types and reasons for food packaging.

FOOD 2 For the first time, students will be cooking with raw meat, and ensuring that it is cooked thoroughly and safely. They will become aware of how to avoid cross contamination. Students learn about food assurance and the red tractor scheme, developing their awareness of food provenance. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

- Lessons will be based around multiple representations; Concrete, Pictorial, Abstract to give a deeper understanding of concepts. Reasoning will be developed through the exploration of solving real and relevant problems within a variety of contexts.
- Students are first taught about the 4C's of food hygiene, and how to wash up effectively, before they do any cooking.
- Students watch live demonstrations by their teachers (WAGOLL).
- Practical skills—Students work independently to prepare and Cook recipes. Photos—students practical work is recorded using photographs, which are glued into their sketchbooks. Students will evaluate by annotating their photos to explain what went well (www) and even better if (ebi).
- Group work—Students work as part of a team of 2 or 3 when cleaning and washing up.
- Recall—Questions at the start of each lesson link back to previous lesson to support in the recall of knowledge.
- Literacy is developed through students adding definitions to a list of key words which are used throughout the half term. These words are provided online, along with a visual guide, for students to revise from for their end of half term assessment. Students develop their use of subject specific vocabulary when they write their www and ebi comments for dishes they have made.
- British Values—nutrition and a balanced diet, living a healthy life.

Key Summative Assessments

- Sketchbook – all assessment and subject work is recorded in lessons. Feedback in sketchbook.
- Retrieval homework, live marking and low stakes testing.

FOOD 1

- Homework task
- End of half term assessment

FOOD 2

- Practical
- Long answer question

Impact

Students will be confident and able to work safely in a kitchen using the correct techniques with a variety of equipment including knives, cooking equipment and hot liquids. Students develop practical skills and an understanding of why ingredients and techniques are used in recipes. Students will be able to work confidently and safely handling and cooking raw meat. They will know how to check whether their food has come from an assured source. Students will be able to respond to longer answer style questions, giving explanations for the points that they make. Students are able to recognise and analyse tastes and textures in their food, using appropriate subject specific vocabulary. As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

YEAR 8 CURRICULUM OVERVIEW - FOOD AND NUTRITION

Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future learning (Y8)
<p>FOOD 1</p> <p>Health & Safety</p> <p>Bread</p> <p>Eatwell Guide</p> <p>Pizza</p> <p>Food Packaging</p> <p>FOOD 2</p> <p>Spaghetti Bolognese</p> <p>Sweet Muffins</p> <p>Savoury Muffins</p> <p>Taste Test and Evaluation</p> <p>Red Tractor Food Assurance</p>	<p>Make Bread</p> <p>Be able to weigh equal pieces of dough, in order that each portion is identical of the consumer.</p> <p>How to plan a balanced diet</p> <p>Knife skills, make dough</p> <p>Identify type of packaging, and food labelling</p> <p>Be able to cook with meat safely, knowing how to avoid cross contamination, and check that it is cooked throughout.</p> <p>Combing ingredients to alter flavour. Achieving sweet/savoury from additional ingredients.</p> <p>Taste testing, evaluation</p> <p>How to answer a long answer style question</p>	<ul style="list-style-type: none"> • Deepen knowledge and understanding of food, nutrition and food provenance by finding out about the red tractor scheme, and food assurance. • Develop food skills and techniques, including bread making. • Further develop and demonstrate the principles of food hygiene and safety. • Develop the creative, technical and practical expertise needed to perform everyday tasks confidently. • Build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people. • Understand that there are a variety of ingredients that can be used for cooking, and the science behind those ingredients. • Understand that to be active and healthy, food is needed to provide energy for the body. Know that being active is important for health • Understand the difference between sweet and savoury flavours. Know how to assess taste, texture and appearance of a food product. 	<ul style="list-style-type: none"> • Washing up • Demonstrate the principles of food hygiene and safety focusing on using knives, the kettle, grater, peeler and other small equipment. • Acquire and demonstrate knife skills (bridge and claw technique) and use small equipment to prepare and make a fruit salad and a pasta salad. • Acquire and demonstrate weighing and measuring skills using a measuring jug and weighing scales, with coloured water and dry pasta. Students will use these skills at home when preparing food for their practical cooking lessons. • To use a hob for melting ingredients and an oven to bake flapjack. Use a grill to cook a pitta pizza. • To be able to use a variety of cake making methods, including melting, rubbing in, creaming and folding. • Using a hob to boil water • To taste test, and evaluate the success of a food product. 	

YEAR 8 CURRICULUM OVERVIEW - FOOD AND NUTRITION

FOOD 1 Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future learning (Y8)
Health & Safety	Washing up	4C's of Food Safety	Introduction year 7	Recap year 9
Bread	Make Bread Weigh equal pieces of dough	Know the Science behind making bread—kneading, proving, fermentation, baking Flour Theory	Weighing and Measuring	Pastry
Eatwell Guide	How to plan a balanced diet	Categories of the Eatwell guide	Nutrition	Macronutrients and Micronutrients
Pizza	Knife skills, make dough	How to make a successful dough. Balance ingredients for portions.	Knife Skills	Knife skills with meat
Food Packaging	Identify type of packaging, and food	Reasons for packaging , Food waste	Sustainability , Packaging	Food waste, food miles

FOOD 2 Content	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning	Future learning (Y8)
Spaghetti Bolognese	Cooking with meat safely	Coloured Chopping Boards. Avoiding cross contamination	4C's—cross contamination	Cooking with Chicken (high risk food)
Sweet Muffins Savoury Muffins	Combing ingredients to alter flavour. Achieving sweet/savoury from additional ingredients.	Sweet/Savoury Flavours	Scones	Swiss Roll
Taste Test and Evaluation	Taste testing, evaluation	How to assess flavour, texture, appearance, aroma	Taste Testing Scones	
Red Tractor Food Assurance	How to answer a long answer style question	Impact of Food Waste and Food Miles on the environment	Food Hygiene	Food Waste, Food Miles

The Big Picture—Intent

In Year 9, students at Idsall School study a broad range of subject areas within Design and Technology. The year is split into 6 half terms, with students studying two half terms each of Food and Product Design, as well as a half term each of Graphics and Textiles. Students in year 7 will study theory for each topic area, and have the opportunity to develop practical skills, whilst learning about the health and safety implications involved with each. There is end of year assessment that covers content from all of the D&T subject areas.

FOOD 1 The overall aim of this project is to introduce year 9 pupils to high level cooking skills. They will be able to work with high risk foods, and know the importance of avoiding cross contamination. They will know the importance of the danger zone when cooking.

FOOD 2 Students develop more complex skills, including piping and separating eggs. They become aware of wider issues that affect people, including food waste and food miles. Students learn how to skilfully make successful pastry. All students are able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation

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Key Summative Assessments

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FOOD 1

- Homework task
- End of half term assessment

FOOD 2

- Practical
- Long answer question

Impact Students will be confident and able to work safely in a kitchen using the correct techniques with a variety of equipment including knives, cooking equipment and hot liquids. Students will have secure knowledge of food safety. They will know how to cook a high risk food, and check that it is safe to eat. They will know about the temperature ranges that effect bacteria growth in cooking, including freezer and fridge temperatures, and the danger zone. Students will know the conditions required for bacteria growth. Students know a range of technical skills, including piping, separating eggs, and whisking. They can produce high quality practical work, and be proud of their outcomes. Students have a knowledge of macronutrients and micronutrients, and the effects these have on the body. Students are well prepared to confidently cook a wide range of dishes at home, and to go on to study the GCSE qualification in Food Preparation and Nutrition.

Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

FOOD 1

Content	Skills	Knowledge	Prior Learning (Yr. 8)	Future Learning (KS4)
Health & Safety	Washing up	4C's of Food Safety	Introduction year 8	Recap year 10
Macaroni Cheese	Roux Sauce Hob	How to thicken a sauce	Hob	Commodities: Milk, Cheese
Brownies	Hob Oven	Melting Method	Hob Oven	Cooking Methods—heat transfer
Chicken Curry Temperatures	Cook High Risk Food safely	Coloured Chopping Boards Checking cooked thoroughly—temp probe, white through thickest part Danger Zone	Cooking meat yr. 8 4C's—Cross Contamination	High Risk Foods
Nutrition	Identity what the nutrients do in the	Macronutrients and Micronutrients	Eatwell Guide	Nutrition—Macro and Micro Nutrients

FOOD 2

Content	Skills	Knowledge	Prior Learning (Yr. 8)	Future Learning (KS4)
Meringues	Electric Hand Whisk	Eggs Theory	Flour Theory	Commodities
Swiss Roll	Sponge, Rolling, Piping decoration	Techniques to roll without cracks	Muffins	Cake Methods
Food Waste and Food Miles	Ways to reduce food waste and food miles	Reasons for food waste and food miles	Red Tractor Scheme	Food Provenance
Short crust Pastry	Make short pastry	Techniques for pastry making	Bread Dough	Pastry Methods
Savoury Pasty	Suitable seasoning quantities	Seasonings	Savoury Muffin	Carrot Muffins