



Walton Hall Academy Medium Term Plan



SUBJECT	Food Technology	TERM		CLASS	Year 7
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Main Aims (Assessment Criteria to be addressed)

An introductory unit to KS3 food technology, addressing basic skills of planning, making, safety and hygiene, energy and nutrition
 Consolidating these themes through the topic of breakfast
 Exploring the making of snacks and light meals as part of a balanced diet

LEARNING OBJECTIVES ENQUIRY QUESTIONS	SUGGESTED ACTIVITIES AND DIFFERENTIATION	ASSESSMENT OPPORTUNITIES	REQUIRED RESOURCES
<p>Students will be taught how to: To recognise the importance of health and safety rules in food technology</p>	<p>This unit introduces year 7 students to the food technology classroom. Through discussion, class to create rules for the classroom (licence to cook videos). Pupils can create a</p>		<p>Safety in the food room Identify the hazards sheet Health and safety sheet Equipment doc The eatwell plate</p>

<p>To recognise the correct order and procedure for washing up after a practical session</p> <p>To be able to recognise a range of kitchen equipment and be able to demonstrate their correct use</p> <p>Understand the rules for the safe use of a cooker</p> <p>Understand the importance of a balanced diet and healthy eating.</p> <p>To experience sensory testing (and for more able to understand how to make sensory testing fair) ... appearance, smell, taste and texture.</p>	<p>class display, role play what may happen if rules are not followed.</p> <p>Pupils to consider what must be done at the end of a practical lesson in order to maintain hygiene and cleanliness.</p> <p>Activity ordering the stages of effective washing up by hand</p> <p>Pupils to practice hand washing utensils.</p> <p>Emphasis on the safety aspect – check that water is not too hot and don't put sharp knives etc into soapy water.</p> <p>Pupils in pairs to try to indentify a variety of utensils. What is it used for and why? Pupils to make fresh, still lemonade as a first simple introduction to some basic equipment and the cooking space.(Using liquidiser)</p> <p>Show pupils the variety of gas and electric cookers. Activities for students to identify the different types and to draw and label the one in their kitchen area to become familiar with their cooker.</p> <p>Practical session to use the cooker, part baked bread rolls, croque monsier etc</p> <p>ICT suite for</p> <p>http://www.foodafactoflife.org.uk/</p>		<p>Using the cooker doc part 1 and 2 (acts as a certificate from teacher as a safe user of a cooker)</p> <p>Washing up</p> <p>www.foodafactoflife.org.uk</p>
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	<p>Activity.aspx?siteId=14&sectionId=61&contentId=55</p> <p>Interactive eatwell plate that can be printed out for display. Other activities include making a healthy lunch box.</p> <p>Can they learn 3 facts about the eatwell plate and design a breakfast, lunch and dinner plate using the eatwell plate portions. (blank plates needed)</p> <p>Introduce the idea of fair sensory tasting with crisps (different brands, cooking style (baked for example) pupils to taste test.</p> <p>Practical session making coleslaw. Have class to make traditional way and half to make with a food processor. Using the skills gained from previous taste testing, pupils to compare the two.</p>		
<p>Students will be taught how to:</p> <p>Designing skills</p> <ul style="list-style-type: none"> ◇ use a range of information sources including the Internet to find out about nutrition (Eatwell Plate), healthy eating and breakfast foods ◇ use a variety of designing techniques to help develop their designing skills, egs. PMI, 4X4 	<p>This unit explores the concept of food as fuel, our energy needs and the energy in: energy out balance through a focus on breakfast foods. This could be extended to foods eaten at other times of the day and considering how to maintain energy balance throughout. There are numerous activities and resources to support</p>	<p>Formative assessment</p> <p>Students should be assessed during the unit of work against the objectives above.</p> <p>A simple scale may be used to keep track of their progress:</p> <p>3 independently met the required objective with confidence (advanced)</p>	<p>Year 7 booklet – theory based work to use throughout the term covering hygiene and safety in food technology</p> <p>Active kids 07 pdf</p> <p>Active kids 08 pdf</p> <p>Compare porridge doc</p> <p>Food and fitness diary</p> <p>PMI</p> <p>PMI example doc</p>

<ul style="list-style-type: none"> ◇ generate ideas based on specific user groups ◇ clarify ideas and develop criteria for their designs ◇ describe and represent ideas through discussion, testing, trialling and modelling <p>Making skills</p> <ul style="list-style-type: none"> ◇ plan and organise making ◇ use a range of techniques to measure, prepare, peel, chop, combine and cook foods ◇ work safely and hygienically <p>Knowledge and understanding</p> <ul style="list-style-type: none"> ◇ develop knowledge about the food groups and the energy in: energy out concept ◇ combine ingredients to create the desired sensory characteristics/product attributes, egs. colour, texture and flavour ◇ show an awareness of wise food shopping, value for money and information on labels ◇ recognise hazards and take action to manage and control them, eg. by applying HACCP principles ◇ comment critically on finished products 	<p>this unit to be found in Active Kids 07. As a class, discuss how students feel when they wake up in the morning, eg. are they hungry? Think about why this is and explain the concept of breaking the night's fast, energy/fuel foods. Carry out a class survey of what children eat for breakfast, classifying breakfast foods into different groups. Discuss what breakfast options are available locally and whether children skip or eat breakfast at home, on the way to school or at school.</p> <p>Making a fruit smoothie working in pairs – a simple exercise to introduce students to working in the food room. Discuss the need for at least 5 portions of fruit and veg a day and how this can be achieved, what counts as a portion, ways of incorporating fruit into the diet. Develop and make ideas for a fruity breakfast – using fresh, canned, dried, frozen and cooked fruits. Check out the Food4Life and Food Dudes programmes and evaluate whether these are a good way of encouraging healthy eating. What</p>	<p>2 with some support met the required objective (competent)</p> <p>1 needs further development in order to meet the required objective (practising)</p> <p>Refer to Fuelling up Assessment record</p> <p>Summative assessment</p> <p>Overall, students should make progress in relation to the learning objectives planned for the unit. The formative assessment records kept during the unit (see column 1) should indicate which of the following three levels of expectation best describes what students have achieved. This can be checked at the end of the unit and feedback given to students.</p> <p>End of unit expectations/outcomes</p> <p>Most students will have:</p>	<p>Relevant recipe guides, relevant ingredients and equipment</p> <p>Fuelling up assessment record</p> <p>License to Cook resources (video demonstrations)</p>
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other suggestions can students come up with?

Get students to ask three people outside of the class what they eat for breakfast. If the school runs a breakfast club, discuss what is served, likes and dislikes. Show the class a number of breakfast foods, e.g. cereals, breakfast bars, eggs, fruit, toast, morning goods – taste and evaluate these in groups e.g. compare sugar content of a range of breakfast cereals and/or breakfast bars. Introduce students to the subject of food labeling with the Labeling Matters sheet on Page 13 of **Active Kids 08**.

Draw on the different cultural experiences of students in the class – introduce the idea of different cultural food habits and preferences by looking at breakfast foods around the world, e.g. English breakfast, cereals, porridge, waffles, pancakes, Asian breakfast, breads and preserves, muffins, eggs and omelettes. In groups, get students to make breakfasts representing different cultures. Introduce the Eatwell Plate and ask them to identify

- ◊ shown what they know about energy balance and nutritional needs
- ◊ gathered and used information from existing products and the Internet to develop ideas
- ◊ developed dishes from scratch successfully using a range of making skills
- ◊ applied understanding of wise food shopping

Some (more able) students will have:

- ◊ demonstrated an in-depth understanding of energy balance and nutritional needs
- ◊ gathered and used information from existing products and Internet research
- ◊ applied this depth of knowledge in their product development work
- ◊ developed dishes from scratch successfully using a good range of making skills
- ◊ shown a good understanding of wise food shopping

A few (less able) students will have:

- ◊ shown some knowledge of energy balance and nutritional needs

which of the sections their breakfast foods can be grouped under. Students could be set the task of running an Eatwell workshop for parents or other students – see Page 5 of **Active Kids 08**.

Set students the task of making quick foods for breakfast, egs. cereal and fruit combinations, toasted sandwiches, snacks on toast. This could be breakfast for a partner, served to them and evaluated. Get students to produce a plan of how this was done including safety and hygiene points.

Carry out practical activities on balancing energy in through food with energy expended in physical activity. Get students to keep a **Food and Fitness Diary**. Pair students up and get them to discuss whether or not they are maintaining a good balance and how they might improve their activity levels or diet. Following on from this, get students to design and make sweet or savoury breakfast muffins using the **FoodForum PowerPoint recipes** to evaluate their success and to

- ◊ with direction, gathered and used information from the Internet and existing products to develop ideas
- ◊ used some making skills to produce a number of dishes from scratch
- ◊ shown some awareness of wise food shopping

	<p>carry out a nutritional and cost analysis of their products.</p>		
<p>Students will be taught how to:</p> <p>Designing skills</p> <ul style="list-style-type: none"> ◊ use a range of information sources including the Internet to find out about nutrition (Eatwell plate) and healthy eating ◊ use a variety of designing techniques to help develop their designing skills, egs. PMI, Morphology, Compare and Contrast ◊ generate ideas based on specific user groups ◊ clarify ideas and develop criteria for their designs ◊ describe and represent ideas through discussion, testing, trialling and modelling <p>Making skills</p> <ul style="list-style-type: none"> ◊ plan and organise making ◊ use a range of techniques to measure, prepare, peel, chop, slice and combine materials ◊ work safely and hygienically <p>Knowledge and understanding</p> <ul style="list-style-type: none"> ◊ use knowledge about the Eatwell Plate and healthy eating gained from research and evaluation 	<p>Introduce the topic by conducting a class survey about students' snacking habits. Discuss the role of snacking in a healthy diet and the issues of grazing and eating on the go. Get across the key point that whilst it is healthy to keep the body fuelled throughout the day by snacking between meals, the same guidelines apply about healthy eating.</p> <p>Referring to the Eatwell Plate, get students to list some of their favourite snack foods and to identify which food groups they belong to. The Food File could be used to support this activity. Introduce the concept of most foods that we eat being composite dishes containing foods from more than one food group. Discuss the implication of many snack foods being high in fats and sugars as well as highly processed. What conclusions can they draw? A further option is to look at the salt content of the foods they eat – maybe with the use of a Food diary kept over several days. In pairs, ask students to do some Internet research on the snack</p>	<p>Formative assessment</p> <p>Students should be assessed during the unit of work against the objectives above. A simple scale may be used to keep track of their progress:</p> <p>3 independently met the required objective with confidence (advanced)</p> <p>2 with some support met the required objective (competent)</p> <p>1 needs further development in order to meet the required objective (practising)</p> <p>Refer to Snack Attack Assessment record</p> <p>Summative assessment</p> <p>Overall, students should make progress in relation to the learning objectives planned for the unit. The formative assessment records kept during the unit (see column 1) should indicate which of the following three levels of expectation best describes what</p>	<p>Better by design doc Compare and contrast doc Food file Happy meals doc Healthy snacks doc My food diary Question of balance doc Snack Attack assessment record Relevant recipe guides, ingredients and equipment</p>

<ul style="list-style-type: none"> ◊ combine ingredients to create the desired sensory characteristics/product attributes, egs. colour, texture and flavour ◊ show an awareness of wise food shopping, value for money and information on labels ◊ recognise hazards and take action to manage and control them, eg. by applying HACCP principles ◊ comment critically on finished products 	<p>food market and to present their key findings and views to the class.</p> <p>Display and discuss a range of healthy snacks featuring fruits and vegetables as well as meat, fish, beans and other non-dairy sources of protein. Look at different ways of incorporating these into snacks and keeping fat and sugar content low. Make a range of these dishes egs hummous, dips and dippers, toasted sandwiches, salads, wraps, filled pittas, pizzas, samosas, spring rolls, cereal bars. The FoodForum PowerPoint recipes provide a range of suitable recipes. Taste and evaluate the dishes made and discuss with students which of the foods they like, whether they would make them again for themselves, whether they think they would be popular with other students etc.</p> <p>Carry out compare and contrast exercises on a range of common snack foods (egs pasties, pies, crisps, chocolate bars, cereal bars, sandwiches, chips) focusing on their nutritional value and value for money. You could use some of the Compare & Contrast sheets with students to develop</p>	<p>students have achieved. This can be checked at the end of the unit and feedback given to students.</p> <p>End of unit expectations/outcomes</p> <p>Most students will have:</p> <ul style="list-style-type: none"> ◊ shown what they know about nutrition and healthy eating and applied information practically ◊ gathered and used information from existing products and the Internet to develop ideas ◊ developed snack foods successfully using a range of making skills ◊ applied understanding of wise food shopping <p>Some (more able) students will have:</p> <ul style="list-style-type: none"> ◊ demonstrated an in-depth understanding of nutrition and healthy eating ◊ gathered and used information from existing products and Internet research to develop ideas 	
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	<p>evaluation skills and food knowledge or develop similar of your own.</p> <p>Further topics for discussion around which activities can be based are: Where do students get their snacks from during the school day? What availability and choices do they have? What ideas can they come up with for healthy snacking in school? What would encourage students to snack more healthily? Is there a whole school food policy in place and, if so, is it being upheld in practice?</p> <p>Following on from this, get students to design and make a Happy Burger from scratch (see Happy Meals sheet) and to make a salad and relish to serve with it. Use existing recipes as a starting point and consider how they can be made healthier egs reduction in fat and salt, increase in fibre, additional fruit and veg porytions.</p> <p>The Healthy Snacks or Better by design worksheets may be used to support this activity (the latter being more challenging).</p>	<ul style="list-style-type: none"> ◊ applied this depth of knowledge in their product development work ◊ developed snack dishes successfully using a good range of making skills ◊ shown a good understanding of wise food shopping <p>A few (less able) students will have:</p> <ul style="list-style-type: none"> ◊ shown some knowledge of nutrition and healthy eating ◊ with direction, gathered and used information from the Internet and existing products to develop ideas ◊ used some making skills to produce a number of snack foods ◊ shown some awareness of wise food shopping 	
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