

### Subject Vision

“Give a man a fish, and he will be hungry again tomorrow; teach him to catch a fish, and he will be richer all his life.”

Food is a vital part of our lives and understanding how to cook and having a balanced diet is one of the most important life skills young people can have. At Ratton School we aim to develop a young person’s knowledge and understanding of food to ensure they leave school with the skills they need to live a happy and healthy life.

### End Points

#### Students should...

EP1: Develop the skills and knowledge related to diet and health

EP2: Develop an awareness of customers and their different needs

EP3: Develop an understand of what influences food choice

EP4: have knowledge of the labelling of food

EP5: develop confident practical skills using tools and food safely and hygienically

EP 6: Understanding hospitality ad catering provision and how hospitality and catering providers operate (KS4 only)

### Subject Domains of Knowledge

D1: know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.

D2: understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.

D3: use current healthy eating advice to choose a varied balanced diet for their needs and those of others.

### Subject Key Concepts

C1: use nutrition and allergy information on food labels to help make informed food and drink choices.

C2: use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.

C3: use equipment safely, being aware of others’ safety.

C4: modify recipes

C5: understand and use good food safety practices.

C6: know how to safely make use of leftovers.

D4: know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade. ...know about the different stages in food production and processing.

D5: understand how geography, weather and climate influence the availability of food and drink.

D6: know about the different stages in food production and processing.

D7: compare the cost of food when planning to eat out or cook at home.

D8: understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.

D9: be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.

D10: understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.

D11: know that it is important to be aware of portion size when choosing food and drinks.

Units	Unit 1: Basic Food Skills Project
<b>Unit Overview</b>	The project is an introduction into the basic skills students will need in order to cook simple dishes at home. By the end of the project they will be able to make a variety of healthy dishes independently and have an understanding of the different pieces of equipment and ingredients they will be using.
<b>Lesson Sequence</b>	1. <b>Health and safety</b> – understand how to be safe and hygienic in the kitchen by investigating the H&S issues within it

2.	<b>Fruit Salad Practical</b> - understand how to create a fresh and colourful dish by making a well presented fruit based dish.
3.	<b>Crudities and dip practical</b> - To use knives safely and effectively in the kitchen
4.	<b>Weighing and measuring</b> - to understand the importance of weighing and measuring accurately when making dishes
5.	<b>Cous cous salad practical</b> - to understand the importance of weighing and measuring accurately when making dishes
6.	<b>Cooker safety</b> - to understand the different parts of the cooker and how to use each part safely
7.	<b>Flapjack Practical</b> - To understand how to safely use a cooker and how to follow a plan correctly by making a flapjack
8.	<b>Crispie cakes Practical</b> - To understand how to analyze the sensory appeal of dishes
9.	<b>Croque monsieur practical</b> - To understand how to use a grill safely when making a croque monsieur
10.	<b>Eatwell Guide</b> - To understand what a balanced diet is and how it can be created by investigating the eatwell guide: <b>ASSESSMENT</b>
11.	<b>Porridge Practical</b> - To be able to make a judgement about and describe the difference between a healthy and unhealthy breakfast.
12.	<b>French Toast Practical</b> - To understand how to use the hob safely, to control the heat to produce a dish and the science of eggs.
13.	<b>Puff Pastry Pizza Practical</b> : To understand how to make a dish which is a complete meal
14.	<b>Herb bread twists Practical</b> - To understand the function of ingredients when making bread <b>ASSESSMENT</b>
15.	<b>Small Cake Practical</b> - To understand the function of ingredients when making cakes and the rules we have to follow when baking.
16.	<b>Rock cakes Practical</b> - To understand how to use the rubbing in method
17.	<b>Fruit crumble Practical</b> - To understand how to use the rubbing in method to make a seasonal fruit crumble.
18.	<b>Evaluation lesson</b> - To understand what I have learnt from this project and how I will use it

<p><b>Key Domains and Concepts taught in this Unit / Term</b></p>	<p>D3: use current healthy eating advice to choose a varied balanced diet for their needs and those of others.  D7: compare the cost of food when planning to eat out or cook at home.  D11: know that it is important to be aware of portion size when choosing food and drinks.</p>
<p><b>KS4 End Points</b></p>	<p>EP1: Develop the skills and knowledge related to diet and health  EP3: Develop an understand of what influences food choice  EP5: develop confident practical skills using tools and food safely and hygienically  C2: use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.  C3: use equipment safely, being aware of others' safety.  C4: modify recipes  C5: understand and use good food safety practices.  C6: know how to safely make use of leftovers.</p>
<p><b>Declarative Knowledge (Students should know)</b></p>	<p>Students should know...</p> <ul style="list-style-type: none"> <li>• The consequences of hazardous behaviour in the kitchen</li> <li>• The consequences of inaccurate weighing and measuring</li> <li>• Where to cook different types of dishes in a cooker</li> <li>• The Eatwell Guide and be able to analyse their own and others diets, suggesting ways to improve diets.</li> <li>• What fruit and vegetables are in season</li> <li>• The impact of food miles</li> <li>• What makes a healthy breakfast</li> <li>• How to adapt dishes to suit different dietary requirements</li> </ul>
<p><b>Procedural Knowledge (Students)</b></p>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Identify hazards and how to fix them</li> <li>• To work safely and hygienically in the kitchen</li> </ul>

<b>should be able to do)</b>	<ul style="list-style-type: none"> <li>• Weigh and measure accurately</li> <li>• Use the entire cooker correctly</li> <li>• Plan their time correctly to produce a dish</li> <li>• Correctly and safely handle a knife</li> <li>• Produce a range of different dishes, demonstrating different culinary skills with confidence and accuracy.</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<p>Hazard Hygiene Nutrients Macronutrients Micronutrients Eatwell guide Balanced diet Seasonal Sensory Equipment- knife/ chopping board/ wooden spoon/ palette knife/ spatula/ fish slice/ colander/ oven. Hob/ peeler/ whisk</p>
<b>Assessment (Summative and Formative)</b>	<p>Assessment 1: practical assessment of cous cous salad Assessment 2: theory assessment of the understanding of the Eatwell Guide and nutrients Assessment 3: practical assessment of cheese and onion twists</p>
<b>Links to Prior Learning</b>	<p>Primary education varies, but students should understand healthy eating, Eatwell guide.</p>
<b>Next steps in learning</b>	<p>Year 8- moving onto more challenging recipes, deeper understanding of nutrition and its application. Deeper knowledge of the function of ingredients and the issues surrounding the production of food</p>
<b>Common Barriers to</b>	<p>Lack of confidence in the kitchen. Limited exposure to food education in primary school.</p>



**SOUTH DOWNS**  
— LEARNING TRUST —

## Food & Nutrition Year 7

<b>learning in this unit</b>	
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