



Scheme of Work	Key Stage 3	Year 7 – Food and cooking	Time: 24 hours	Cooking 10 hours
<p>Introduction This scheme of work has been developed to enable students to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider the factors that affect food choice, food availability and food waste.</p> <p style="text-align: center;">SMSC</p> <p>Food draws on whole world cultures and historically significant work. Students develop their cultural awareness and understanding and they learn to appreciate the value of differences and similarities. Collaborative and cooperative work allows students to develop respect for the abilities of each other.</p>				
<p>Students will have the opportunity to work through the following contexts:</p> <ul style="list-style-type: none"> ▪ Domestic and local (home and health); ▪ Industrial (food and agriculture). ▪ 	<p>Prior learning</p> <p>Students will build on the learning in Key Stage 2 Design and Technology. Knowledge and skills include: use of basic equipment and tools, basic practical skills, origin and simple functions of ingredients, healthy eating and <i>The eatwell plate</i>, food choice.</p> <ul style="list-style-type: none"> ▪ Knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts, such as the home, school and culture. 	<p>Aims</p> <ul style="list-style-type: none"> ▪ Students will develop their knowledge and understanding of ingredients and healthy eating; ▪ Students will develop food preparation and cooking techniques; ▪ Students will develop their knowledge of consumer food and drink choice; ▪ Students will be able to apply their knowledge to make informed choices; ▪ Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently; ▪ Students will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users; ▪ Students will evaluate and test their ideas and products and the work of others. 	<p>Learning outcomes overview</p> <p>Through this scheme of work, students will:</p> <ul style="list-style-type: none"> ▪ Recall and apply the principles of <i>The eatwell plate</i> and the 8 tips for healthy eating, to their own diet; ▪ Demonstrate a range of food preparation and cooking techniques; ▪ Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of dishes; ▪ Recall and apply the principles of food safety and hygiene; ▪ Identify how and why people make different food and drink choices; ▪ Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making; ▪ Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science; ▪ Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn. ▪ Track their progress using the My learning journey booklet (cooking, nutrition, ingredients and creativity). ▪ Create, Evaluate, Analyse, Apply, Understand, Remember. 	

Design & Technology

Through a variety of creative and practical activities, students are taught the knowledge understanding and skills needed to engage in an iterative process of designing and making.

When designing and making, students are taught to:

Design

- **use research and exploration, such as the study of different cultures, to identify and understand user needs**
- identify and solve their own design problems and understand how to reformulate problems given to them
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- use a variety of approaches, to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

Make

- **select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture**
- **select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties**

Evaluate

- analyse the work of past and present professionals and others to develop and broaden their understanding
- investigate new and emerging technologies
- **test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups**

understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists Students should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Cooking and nutrition

As part of their work with food, students are taught how to cook and apply the principles of nutrition and healthy eating.

Students are taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking

understand the source, seasonality and characteristics of a broad range of ingredients.

Mathematics:

Number

Students are taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change

Science: Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;
- Energy
- comparing energy values of different foods (from labels) (kJ).

PSHE: (non-statutory) Health and well-being

- what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting);
- what might influence their decisions about eating a balanced diet.

English:

Reading

Students are taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

Writing

Students are taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Students are taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

Grammar and vocabulary

Students are taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

Spoken English

Students are taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- participating in formal debates and structured discussions, summarising and/or building on what has been said.



Scheme of Work	Year 8 – Diet and health- fast food and take away	Key Stage 3	Time: 15 hours	Cooking: 6 hours
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Introduction
 This scheme of work has been developed to enable students to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider the factors that affect food choice, food availability and food waste.

SMSC
 Food draws on whole world cultures and historically significant work. Students develop their cultural awareness and understanding and they learn to appreciate the value of differences and similarities. Collaborative and cooperative work allows students to develop respect for the abilities of each other.

<p>Students will have the opportunity to work through the following contexts:</p> <ul style="list-style-type: none"> ▪ Domestic and local (home and health); ▪ Industrial (food). 	<p>Aims</p> <ul style="list-style-type: none"> ▪ Students will deepen their knowledge and understanding of food and nutrition; ▪ Students will further develop food preparation and cooking techniques; ▪ Students will deepen their knowledge of consumer food and drink choice; ▪ Students will be able to apply their knowledge to make informed choices; ▪ Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently; ▪ Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users; ▪ Students will evaluate and test their ideas and products and the work of others. 	<p>Learning outcomes overview</p> <p>Through this scheme of work, students will:</p> <ul style="list-style-type: none"> ▪ Recall and apply the principles of <i>The eatwell plate</i> and the 8 tips for healthy eating; ▪ Explain energy and how needs change through life; ▪ Name the main nutrients, sources and functions; ▪ Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes; ▪ Demonstrate a wider range of food preparation and cooking techniques; ▪ Apply the principles of food safety and hygiene; ▪ Explain the factors that affect food and drink choice; ▪ Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts such as home, health and agriculture; ▪ Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science; ▪ Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn. 	<p>Prior learning</p> <p>Students will build on the learning in Year 7 Design and Technology. Knowledge and skills include:</p> <ul style="list-style-type: none"> ▪ <i>The eatwell plate</i> and the 8 tips for healthy eating; using and adapting recipes; using appropriate ingredients and equipment to prepare and cook a range of dishes; source, seasonality and characteristics of a range of ingredients. ▪ Developing the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
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<p>Design & Technology</p> <p>Through a variety of creative and practical activities, students are taught the knowledge understanding and skills needed to engage in an iterative process of designing and making. When designing and making, students are taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and exploration, such as the study of different cultures, to identify and understand user needs Identify and solve their own design problems and understand how to reformulate problems given to them Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations Use a variety of approaches, to generate creative ideas and avoid stereotypical responses Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools <p>Make</p> <ul style="list-style-type: none"> Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties <p>Evaluate</p> <ul style="list-style-type: none"> Analyse the work of past and present professionals and others to develop and broaden their understanding Investigate new and emerging technologies Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists 	<p>English:</p> <p>Reading Students are taught to understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries; <p>Writing Students are taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> Summarising and organising material, and supporting ideas and arguments with any necessary factual detail; Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form; <p>Students are taught to plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> Considering how their writing reflects the audiences and purposes for which it was intended; Paying attention to accurate grammar, punctuation and spelling; <p>Grammar and vocabulary Students are taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> Using Standard English confidently in their own writing and speech; <p>Spoken English Students are taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> Using Standard English confidently in a range of formal and informal contexts, including classroom discussion; Giving short speeches and presentations, expressing their own ideas and keeping to the point; Participating in formal debates and structured discussions, summarising and/or building on what has been said. 	<ul style="list-style-type: none"> Mathematics: <p>Number Students are taught to:</p> <ul style="list-style-type: none"> Understand and use place value for decimals, measures and integers of any size Order positive and negative integers, decimals and fractions Interpret percentages and percentage changes as a fraction or a decimal Use standard units of mass, length, time, money and other measures, including with decimal quantities; Use a calculator and other technologies to calculate results accurately and then interpret them appropriately. <p>Ratio, proportion and rates of change Students are taught to:</p> <ul style="list-style-type: none"> change freely between related standard units [for example time, length, area, volume/capacity, mass] <p>Statistics Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.</p> <p>Science: Nutrition and digestion Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;</p> <p>Energy Comparing energy values of different foods (from labels) (kJ).</p>	<p>Cooking and nutrition</p> <p>As part of their work with food, students are taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Students are taught to:</p> <ul style="list-style-type: none"> Understand and apply the principles of nutrition and health Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Become competent in a range of cooking Understand the source, seasonality and characteristics of a broad range of ingredients. <p>PSHE: (non-statutory) Health and well-being</p> <ul style="list-style-type: none"> What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting); What might influence their decisions about eating a balanced diet.
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N.B. The recipes have been select based on ADT departmental country theme . The recipes should provide the same opportunity to meet the practical learning objectives.



Scheme of Work	Year 9 – Making choices	Key Stage 3	Time: 39 hours
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Introduction
 This scheme of work has been developed to enable students to learn how to cook a range of dishes safely and hygienically and apply their knowledge of nutrition. In addition, they will consider consumer issues, food and its functions and new technologies/trends in food.

<p>Students will have the opportunity to work through the following contexts:</p> <ul style="list-style-type: none"> ▪ Domestic and local (home, health and culture); ▪ Industrial (food and manufacturing). 	<p>Aims</p> <ul style="list-style-type: none"> ▪ Students will extend their knowledge and understanding of food, diet and health; ▪ Students will extend food preparation and cooking techniques; ▪ Students will extend their knowledge of consumer food and drink choice; ▪ Students will be able to apply their knowledge to make informed choices; ▪ Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently; ▪ Students will build an apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users; ▪ Students will evaluate and test their ideas and products and the work of others. 	<p>Learning outcomes overview</p> <ul style="list-style-type: none"> ▪ Through this Scheme of Work, students will: ▪ Apply the principles of <i>The eatwell plate</i> and relate this to diet through life; ▪ List and explain the dietary needs throughout life stages; ▪ Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare; ▪ Explain the characteristics of ingredients and how they are used in cooking; ▪ Adapt and follow recipes to prepare and cook a range of predominately savoury dishes; ▪ Demonstrate a range of food preparation and cooking techniques and independently apply the principles of food safety and hygiene; ▪ Investigate and discuss new trends and technologies used in food production, processing and cooking; ▪ Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making; ▪ Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science; ▪ Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn. 	<p>Prior learning</p> <p>Students will build on the learning in Year 8 Design and Technology. Knowledge and skills include:</p> <ul style="list-style-type: none"> ▪ <i>The eatwell plate</i>; energy balance; macro and micronutrients; food choice and menu planning. ▪ Knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts including home, health and food.
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<u>Year 9 Assessment</u>		
<p>Carry out 10 hours practical cooking, making a range of basic dishes. List the principles of food safety and hygiene when cooking.</p>	<p>Carry out with skill and accuracy 10 hours practical cooking, making a range of dishes. Explain the principles of food safety and hygiene when cooking.</p>	<p>Independently, with skill and accuracy carry out 10 hours practical cooking, making a range of dishes. Describe the principles of food safety and hygiene when cooking and manage their implementation independently.</p>
<p>Explain the principles of food safety and hygiene when preparing and cooking ingredients.</p>	<p>Explain and apply the principles of food safety and hygiene when preparing and cooking ingredients.</p>	<p>Independently apply the principles of food safety and hygiene when preparing and cooking ingredients.</p>
<p>Explain the dietary needs of children and young people, and other key life stages</p>	<p>Explain the dietary needs of children and young people, and other key life stages and apply this knowledge when planning and preparing dishes.</p>	<p>Independently apply their knowledge of the dietary needs of children and other key life stages when planning and preparing dishes.</p>
<p>Investigate information available to the consumer regarding food labeling, availability, traceability, and animal welfare.</p>	<p>Explain information available to the consumer regarding food labeling, availability, traceability, and animal welfare.</p>	<p>Explain how diet related disorders and their causes can be addressed through planning and preparation of dishes.</p>
<p>Recognise and explain assured food standards</p>	<p>Recognise and explain the role of assured food standards.</p>	<p>Appraise information available to the consumer regarding food labeling, availability, traceability, and animal welfare.</p>
<p>Explain the characteristics of some ingredients and how they are used in cooking.</p>	<p>Explain the characteristics of a range of ingredients and how they are used in cooking.</p>	<p>Summarise the food supply chain, recognise and explain assured food standards and their benefit to the consumer.</p>
<p>Plan and carry out practical tests to demonstrate the characteristics of ingredients.</p>	<p>Plan and carry out practical tests to demonstrate the characteristics of ingredients.</p>	<p>Independently explain the characteristics of a wide range of ingredients and how they are used in cooking.</p>
<p>Investigate new trends and technologies used in food processing and cooking.</p>	<p>Investigate and discuss new trends and technologies used in food manufacture and cooking.</p>	<p>Plan and carry out practical tests to demonstrate the characteristics of ingredients and evaluate the outcomes.</p>
<p>Design and make two dishes suitable for a specific need and write a specification for the dishes.</p>	<p>Design and make two dishes suitable for a specific need and write a specification for the dishes.</p>	<p>Summarise new trends and technologies used in food manufacture and cooking; assess the benefits and challenges.</p>
<p>Create a practical plan for the preparation and cooking of the two dishes with guidance.</p>	<p>Create a practical plan for the preparation and cooking of the two dishes.</p>	<p>Design and make two dishes suitable for a specific need and write a detailed specification for the dishes.</p>
<p>Evaluate the planning and execution of the task</p>	<p>Evaluate the planning and execution of the task and summarise any changes.</p>	<p>Create a detailed practical plan for the preparation and cooking of the two dishes.</p>
		<p>Evaluate the planning and execution of the task against identified criteria.</p>

