**Colton Hills Community School medium term planning**

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| **Topic title:**Food Technology – Production of hand held snacks. | **Year: 7****Term: 9-week rotation** | **Why we teach this:**This is an introduction to Food Technology.It is an introduction to the design process and the structure of a design project introducing the Research – Initial Design – Develop Designs – Making and evaluation ethos which is used across the DT department. Food technology gives students a vital life skill in the production of food and understanding its provenance | **Why we teach this here:**This is an introduction to Food Technology teaching the basic skills of food hygiene and food preparation skills. |
| **Big questions:**1. **What is health and safety?**
2. **How do we make a fruit salad?**
3. **How do we make a pasta salad?**
4. **How do we use the melting method?**
5. **How do we use the rubbing in method?**
6. **How do we make bread?**
7. **Why do we use nutritional analysis?**
8. **Why do we use packaging?**
9. **How do we make pizza?**
 | **Builds on previous topics:**Some students come with little or no knowledge and no or little evidence from primary school | **Links to future topics:**Fundamentals of designing and making.Analysis and evaluation of food to include food Provenance.Working with a range of ingredients  |
| **Key knowledge:*** become familiar with (and more confident in) the cooking area
* good food hygiene
* learn the safe use of a knife including the bridge hold and claw grip
* use basic kitchen equipment.
* use the cooker and oven safely
* prepare a range of fresh ingredients, e.g., peeling, dicing, coring, melting, and rubbing in
* weigh and measure ingredients
* learn and apply the Eatwell Plate
* Packaging and design tasks
* Ethical and nutritional food labelling
 | **Key knowledge continued:** |
| **Skills developed:**Research skills and the analysis of existing ingerdientss.Analysing a recipes and directional text.Generating initial design ideas.Developing design ideas.Working with ingredients and equipment safely. |
| **Mini/Interim assessments:*** Practical assessment assessments with visual indicators

**Termly summative assessment:*** Practical assessment Pizza make and design
* Written end of module test
 | **Independent study tasks/resources:**Pizza box designWeighing and measuringFruit and vegetable research | **Key vocabulary 1:****Food hygiene****Personal hygiene****Food safety****Cross contamination****Pathogen**Cleaning | **Key vocabulary 2:**IngredientsWeightFlourNutritionalPackaging |
| **Cultural capital opportunities:** …**Food of the world and celebrations of the world** | **Whole school Curricular Concept links:**The Science of food and nutrition |

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| **Week/Phase** | **Key Features** |
| 1 | **Small Questions: What is health and safety** |
| **Key Activities/Resources:**To identify the hazards for working in the Food Technology Classroom.* To know what to do in the event of a fire.
* To understand the principles of good food hygiene.

**Colton Challenge** To know the names and uses of kitchen equipment and where to find it in the classroom.**Colton Challenge*** Page 2 of booklet circle the hazards.

**Main*** Prevention of hazards and
* Good Food Hygiene – cleaning, cross-contamination, cooking
* Practical seating plans
* Knowing the name of kitchen equipment and what it’s used for. P2. (Sheet for homework.)
* What is where in the room
* The healthy eating plate compare the salads/ snack switcher for lower abilities.

**Plenary**Mark and assess work so students can see how this is done. Some begin DIRT task. Rewards.**Resources*** PPT
* Food Technology booklets
* Resources in the classroom
* Keyword sheets, Chunking sheets for TA’s
* Homework sheet – utensils
* Rewards
* Introduction to food technology room. Booklets, letters, grades and expectations.
 | **Retrieval focus:****Who cooks****Independent study:**Identification of utensils homework |
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| 2 | **Small Questions: How to make fruit salad** |
| **Key activities/resources****How to make a fruit salad*** A-Z .of fruit and Vegetables
* To understand the nutritional importance of eating fruit.
* To learn the bridge hold and claw grip.
* To know how to wash up.

**Colton Challenge*** A-Z of Fruit and vegetables
* The Mystery fruit

**Main*** Discuss the importance of eating fruits – energy, Vitamins and fibre intake.
* Demonstration: Fruit Salad (bridge hold, claw grip, knife safety, assessment and washing up.)
* Fruit count towards 5-a-day and juice
* Enzyme reaction
* Students make Fruit salad
* Washing up.
* Labelling and storage of food

**Plenary**.* Discuss how choosing fruits that are in season makes economic sense and is better for the environment. Complete assessment grades in booklets.

**Resources*** PPT
* Food Technology booklets
* Resources in the classroom
* Keyword sheets, Chunking sheets for TA’s
* Flow charts/ assessment
* Rewards
* Ingredients, tools and containers
 | **Retrieval focus:****Pg 4 health and safety questions****Independent study:**Develop knowledge about fruit |
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| 3 | **Small Questions: How to make a vegetable pasta salad** |
| **Key Activities/Resources:*** A-Z .of fruit and Vegetables
* To understand the nutritional importance of eating vegetables and carbohydrate
* To learn the bridge hold and claw grip.

Assessment criteria (visual)**Colton Challenge*** The Mystery Product

**Main*** Discuss the importance of eating vegetables – energy, Vitamins and fibre intake.
* Demonstration: Vegetable pasta (bridge hold, claw grip, knife safety, assessment and washing up.)
* vegetables count towards 5-a-day and juice
* Students make pasta salad
* Washing up.
* Labelling and storage of food

**Plenary**.* Discuss how choosing vegetables that are in season makes economic sense and is better for the environment. Complete assessment grades in booklets.

Collect in homework.**Resources*** .PPT
* Food Technology booklets
* Resources in the classroom
* Keyword sheets, Chunking sheets for TA’s
* Flow charts/ assessment
* Rewards

Ingredients, tools and containers | **Retrieval focus:**Fruits and vegetables recap**Independent study:**Fibre |
| **Week/Phase** | **Key Features** |
| 4 | **Small Questions: Making Flapjack using the melting method** |
| **Key Activities/Resources:*** Weigh solid ingredients in grams using scales.
* Use the hob and oven safely.
* Know when the melting method is used in baking.

Understand how the Eatwell Plate is used to plan a diet.**Colton Challenge*** Oven knowledge and safety pg 9

**Main*** Demonstrate Fruit Flapjacks, how to use the cooker and oven and demonstrate the melting method.
* Complete worksheet. Using the Cooker. – Parts of the cooker. What the grill and hob are used for? Safety when using the cooker. P9
* **Demonstration**: Fruit Flapjacks, weighing solids, using the hob and oven, the melting method, mixing.)
* Review questions on Fruit Flapjacks – different fruits and toppings.
* **Make** the fruit flapjack
* **Investigating what is a brief (p9-10)**

**Plenary**Assessment and development of a brief for food products**Resources*** PPT
* Food Technology booklets
* Resources in the classroom
* Keyword sheets, Chunking sheets for TA’s
* Flow charts/ assessment
* Rewards
* Ingredients, tools and containers.
 | **Retrieval focus:**Oven knowledge**Independent study:****Weighing and measuring HWK** |
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| 5 | **Small Questions: How to make pastry** |
| **Key Activities/Resources:*** Weigh and measure ingredients accurately.
* Prepare ingredients,
* rubbing in technique
* Use the oven safely.

Design and make a Pastry product.**Colton Challenge****What is pastry and how is it made****Quiz on pastry dishes****Main*** Demonstration: pastry
* Discuss shortening and how pastry needs to crumbly
* Quality checks
* Practical make the pastry
* Modelling ideas

**Plenary*** Independently complete a peer assessed evaluation using a star diagram
* Complete Dirt tasks from last lesson.
* Grade work

Homework 2Weighing and measuring/check**Resources*** PPT
* Food Technology booklets
* Resources in the classroom
* Keyword sheets, Chunking sheets for TA’s
* Flow charts/ assessment
* Rewards

Ingredients, tools and containers | **Retrieval focus:**Weight and measure**Independent study:**Developing recipes |
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| 6 | **Small Questions: Why do we use packaging?** |
| **Key Activities/Resources:** Design tasksNutritional labelling (the traffic light system)Ethical labelling eg. vegetarian**Intro video (as students come in)****Colton Challenge**Design a vegetarian pizzaConsider a range of vegetables bases and stuffed crusts**Main*** Demonstration: traffic light nutrition pages 11-12
* Discuss ethical logos and considerations on food
* Quality checks
* Practical make pizza box

**Plenary**Homework 3Box to be handed in for next week’s lesson**Resources*** Video on packaging
* Exemplars
* PPT
* Food Technology booklets
* Resources in the classroom
* Keyword sheets, Chunking sheets for TA’s
* Pizza boxes
* Glue, felts etc.
* Rewards

**Hwk Pizza box to be completed for assessment**  | **Retrieval focus:**Pizza vegetables**Independent study:****Pizza box design** |