**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 design  Weighing and measuring  Fruit and vegetable research | **Key vocabulary 1:**  **Food hygiene**  **Personal hygiene**  **Food safety**  **Cross contamination**  **Pathogen**  Cleaning | **Key vocabulary 2:**  Ingredients  Weight  Flour  Nutritional  Packaging |
| **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 2  Weighing 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 tasks  Nutritional labelling (the traffic light system)  Ethical labelling eg. vegetarian  **Intro video (as students come in)**  **Colton Challenge**  Design a vegetarian pizza  Consider 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 3  Box 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** |