

Year: 7

Topic: Working safely and hygienically in the Kitchen.

Subject: Food Technology

Designing a breakfast, for pupils to eat on the go.



Knowledge and Understanding to be developed:

- Use a range of skills and techniques and equipment to cook products.
- Plan and carry out a range of practical tasks safely and hygienically.
- Develop design ideas considering the knowledge gained through the task.
- Modify a recipe, taking into account the nutritional and sensory properties of ingredients and the target market.
- Analyse products using their senses to produce a radar graph of the results.
- How to create a pictorial plan of how to make their chosen product, using drawings or taking pictures.

Key Terms to be learned this half term:

- Hygiene and safety in the Kitchen
- Cross-contamination
- Bacteria
- Group ingredients according to sensory properties, taste, texture, aroma and appearance.
- Analysing ingredients using their senses
- Sequential plan
- Nutrients

Week 1/2 Hygiene and safety Introduction :

Assessments:

Homework:

- Students should be able to:
- Develop understanding of the importance of personal and kitchen hygiene in the kitchen, and how to prevent cross contamination.
- Identify hazards in the kitchen and how to prevent an accident
- Make toast with a partner – using a grill safely.
- Name and identify equipment

- Spelling tests of key words

HW1
Learn spelling of key words

Week 3/9: Design a breakfast to eat on the go.

Assessments:

Homework:

Students should be able to:

- Analyse the task
- Discuss and describe the importance of Breakfast and what people eat for breakfast around the World.
- Make French toast, following simple instructions, using the hob.
- Analyse fruit using your senses, commenting on the taste, texture, aroma and appearance, drawing a radar graph to record data.
- Make a fruit salad, incorporating the bridge and claw technique to prepare the fruit.
- Classify food by commodity/groups and their connection within the Eatwell plate.
- **Rich task** - Write a questionnaire to discover pupil's favourite breakfast, identifying pupil's dietary requirements and other important factors related to the task. Analyse the data, creating graphs using Microsoft programmes.
- Make an American breakfast – pancakes using the hob safely.
- Analyse different fruit muffins producing ideas of how to improve.
- Make a sweet muffin using an oven safely.

- Practical weighing and measuring test.

HW 2
Investigation into Breakfasts from around the World

HW3
Pupils to ask 15-20 pupils to answer their questionnaire, recording results in a tally chart.

Week 9/13 - Learning Objectives and Outcomes:

Assessments:

Homework:

Students should be able to:

- Design an appetising and edible breakfast for pupils to eat on the go, or as a Morning breakfast snack.
- Write a plan of how to make their breakfast.
- Make the final design, following a detailed plan of how to make.
- Evaluate the Breakfast using tasting terminology to describe.

- Designing and making of final breakfast muffin.

- Preparation of ingredients for final design.

Skills

DCF- 4.2 Data and information Technology- Create a spreadsheet of data collated from a questionnaire or an online form to capture the data.

Literacy: Listen and take part in discussions and respond to other pupils comments. (OC1, OL1, OL3) Improve tasks, edit and redraft and paragraphs. (WM5. WS4) Use different sentence structures and using connectives when writing in detail. (WG1)

Numeracy: Use correct unit of measurement ml, grams, Kg, mm and cm (KS3.14). Draw a radar/star graph to scale using a ruler to show data (KS3.15). Read a range of measuring instruments (M1), Draw a range of graphs to scale with a ruler in mm's to show data or on Excel (D4a) To be able to read and interpret diagrams and graphs (7.D3). Analyse the results writing a conclusion(KS3.19) KS3.7 – Estimate, visualize size when measuring

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