



Weeks	Topic (1 hour a week)	Practical's: (2 hours a week)	Rationale	Assessment	Homework	Wider Curriculum (FBV, Employability, SMSC, Cultural Capital)
1	<u>Recap on Health and Safety</u>	N/A	<p>Theory: This lesson is important to complete first within the SOW as it builds on knowledge learnt in year 7 surrounding health and safety within the food room; recapping over knife handling, washing up and personal hygiene.</p>	Mini Peer Assessment.	N/A	<p>Employability: <i>Being safe within a food room is imperative; if you were to work in the food industry you would have to ensure that you are safe with knives and other equipment to ensure injury doesn't occur. Personal hygiene is also important in the food industry because if personal hygiene is bad then customers would not want to eat at your restaurant.</i></p>
2-6	<p><u>Healthy Eating:</u> understanding what a healthy balanced diet is and focussing in particular at vitamins and minerals- linking with the Eatwell Guide.</p>	Bacon and mushroom risotto and pasta fiorentina.	<p>Practical: To describe and apply the principles of The Eatwell Guide and relate this to diet through life. Theory: To secure and demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook a bacon or mushroom risotto.</p>	Formal Assessment & Whole class feedback x 2 .	Complete a blank Eatwell Guide and place five foods in each section- label which vitamins and minerals are in each section.	<p>Health: <i>understanding what makes a person healthy and understanding the function of the different vitamins and minerals available in food which we eat and to understand how without a healthy balanced diet what</i></p>



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						that can do to our own health.
<u>5</u>	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:
7-14	Special Diets- Gluten, coeliac, lactose, nut allergies, diabetes, vegetarians and vegans.		<p>Theory: leading on from obesity and healthy eating, it is important for the students to learn the different diets available and how these can affect the way people eat and their diets.</p> <p>Practical: Creating dishes that are suitable for specific food diets.</p>	Formal Assessment & Whole class feedback x 2 .	Allergens- Create an allergy awareness poster for school.	<p>Cultural and Social: <i>Knowing whether someone has a special diet due their cultural beliefs or because they are allergic/have an intolerance is important because it could have huge implications on your business aswell as yourself if you were to serve somebody the wrong food/drink.</i></p>



<u>10</u>	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:
15-21	Food Provenance- looking at food standards and quality assurance.	Vegetable Thai Green Curry and samosas with shortcrust pastry pasties.	Theory: Following on from information learnt in year 7 and 8, revisiting the topic of where our food comes from but elaborating on the information already known by discussing what happens when a business isn't following procedures. Practical: This lesson enables pupils to secure and demonstrate food preparation skills when preparing and cooking samosas and Thai green curry, e.g. knife skills, using the hob (frying, boiling and simmering), draining, portioning, forming and shaping, and using the oven (baking). These are all skills that are learnt and	Formal Assessment & Whole class feedback x 2.	Where does your food come? from worksheet	Social- <i>understanding where your food comes from and what areas of food development ensures that our food is safe to eat and what makes it safe to eat.</i>



			revisited throughout year 7 and 8.			
<u>20</u>	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:
22-28	<p><u>Food Safety and Food Poisoning relating to food provenance:</u> To understand why knowing where our food comes from is important in terms of traceability and how this links to food safety.</p>		<p><u>Theory:</u> To understand how important traceability is when a food poisoning outbreak occurs, we will be looking into previous food outbreaks like swine flu and foot and mouth disease. To look at different types of bacteria and how these different types can affect us and how long after eating the contaminated food product. <u>Practical:</u> These practicals build in</p>	<p>Formal Assessment & Whole class feedback x 2 .</p>	<p><u>Match the food poisoning bacteria with the description.</u></p>	<p><u>Health:</u> understanding what causes food poisoning and understanding the different type of bacteria on food and how we can prevent it from causing harm within personal life and business life.</p>



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			knowledge and skills learnt in previous lessons throughout year 7 and 8. We will be using a wide range of skills whilst also drawing on knowledge learnt in the theory lessons.			
<u>25</u>	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:
29-36	<p><u>Planning a menu/Event Planning:</u> focussing on different life groups and what types of foods are suitable for these life groups when planning an event.</p>	Dutch Apple Cake and pizza wheels (homemade bread dough)	<p><u>Theory:</u> using elements learnt in previous weeks surrounding different life groups and how we can link certain food groups/dishes with these life groups, plan an event for specific life stages <u>Practical:</u> This lesson enables pupils to develop and demonstrate food preparation skills when preparing and making a yeast dough, e.g. developing and revisiting knife skills learnt in year</p>	Formal Assessment & Whole class feedback x 2 .	<u>Plan a three course meal for a prom event.</u>	<p><u>Social-</u> understanding what life groups and what their needs are when planning an event.</p>



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			7 and 8. the students will learn to prepare, knead and shape yeast dough, spreading, grating, using the oven (baking).			
<u>34</u>	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week:	Assessment Week: