

## Year 7, Kitchen Safety, Department of Technology

| Rationale and Context of Unit:  | Core curriculum content:  | Tier 2 & Tier 3 vocabulary explicitly taught:  |
|---|---|--|
| <p><b>What prior learning does this build upon? (links to KS2 national curriculum)</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul> <p><b>What future learning does it underpin? Why is worth teaching this content?</b></p> <ul style="list-style-type: none"> <li>• Students will rely on this knowledge in all food technology lessons throughout keystage 3 and it will be built upon continuously in these years. If students choose to take Hospitality and Catering, this Scheme of Work will be the foundation for much of the practical work they will take part in, allowing them to focus on creativity and innovation rather than mastering the basics. The knowledge learnt here should also help students outside of school, giving them some independence in terms of cooking for themselves safely.</li> </ul> <p><b>Why is it taught in this order? Sequencing?</b></p> <ul style="list-style-type: none"> <li>• This Scheme of Work focuses on kitchen safety. This is incredibly important as this</li> </ul> | <p><b>What are the key knowledge and skills that will be taught through this unit? Identify new learning.</b></p> <ul style="list-style-type: none"> <li>• Theory: understand core rules of kitchen safety, understand seasonality and the nature of different ingredients, understand how ingredients need to be stored, understand the science behind food safety (pathogens, moulds, etc.), understand how food can cause ill health, the theory behind food presentation.</li> <li>• Practical: preparing ingredients, using different utensils and appliances, knife skills, different cooking methods, following recipes, presentation.</li> </ul> <p><b>How will those skills and this knowledge be applied here and in the future?</b></p> <ul style="list-style-type: none"> <li>• The content learnt in this year will act as a foundation for everything that is taught in the following years in food technology. The knowledge and skills will be applied regularly in the kitchen and will be useful through their education and further life.</li> </ul> | <p><b>Key words and terminology that must be learned using the whole school strategy of etymology/ morphology/ using it in context</b></p> <ul style="list-style-type: none"> <li>• <i>Campylobacter</i></li> <li>• <i>Pathogen</i></li> <li>• <i>Claw Method</i></li> <li>• <i>Bridge Method</i></li> <li>• <i>Scald</i></li> <li>• <i>Cross Contamination</i></li> <li>• <i>Danger Zone</i></li> <li>• <i>Foreign Material</i></li> <li>• <i>HACCP</i></li> <li>• <i>Sanitizing</i></li> </ul> |

| <p>subject is largely practical so the students need to understand how they can act safely in the kitchen environment and access the practical side of the subject.</p> <p><b>How does this link to the secondary national curriculum?</b></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>   |  |  |
|--|--|--|
| <p><b>Challenge and Support:</b></p>   | <p><b>World wide learning/ links to 21<sup>st</sup> century:</b></p>   | <p><b>Cultural capital/ Industry/ Enrichment:</b></p>  |
| <p><b>How and where will students be stretched and challenged in this unit?</b></p> <ul style="list-style-type: none"> <li>• Throughout the theory lessons, students are given opportunities to use their creativity and understanding to produce challenging pieces of work. This is achieved through Stretch and Challenge style questions for students who finish an activity early, larger pieces of work set across various mediums (menu design, performances, etc.) which allow students to put their learning into action. In the practical lessons, students will be constantly pushed into learning new skills and to experiment with</li> </ul> | <p><b>How is this content relevant to the wider world?</b></p> <ul style="list-style-type: none"> <li>• The hospitality sector is a huge part of the UK economy employing over 3.2 million people and producing £130 billion in economic activity. It generates £39 billion in taxation for the UK Government and is the 3rd largest private sector employer representing around 10% of UK employment.</li> <li>• The skills learnt here will help students cook for themselves at home, and open the door for them to eventually work in the catering industry, which is a huge private sector</li> </ul> | <p><b>How does this learning relate to careers?</b></p> <ul style="list-style-type: none"> <li>• This content has a direct link to careers in the hospitality and catering industry, which is the 3<sup>rd</sup> largest private sector employer. Catering jobs will be accessible from a young age and can take individuals down many walks of life, from working in the high-end restaurants and hotels, to working in the military or offshore.</li> </ul> <p><b>What soft employability skills are developed through this unit?</b></p> <ul style="list-style-type: none"> <li>• Communication and Teamwork (in the kitchen, especially during closedown)</li> </ul> |

their dishes. A particular focus is to improve students presentation and plating applying some concepts we learn in the classroom directly into the kitchen.

**How is this scheme ambitious at all levels?**

- This scheme of work has been designed to take students who may have never cooked before to a level where they can put together whole meals safely and swiftly. It covers all the information needed to stay safe in the kitchen, and has plenty of cross curricular and real-world links which allow the students to see how this content can be applied in every-day life.

**What scholarly directed reading will be prescribed for HPAs?**

- Food Safety First Principles – Claire Nash
- Safe Use of Knives in Kitchens – HSE.gov.uk
- Why is Food Presentation so Important? – Jeremy Ryland

**What further support may students require to access learning? ( SEND/PP)**

- PP students have their ingredients provided for them for our practical lessons. PP and SEND students are given extra care and attention in the kitchen, with a focus on making sure they have a finished product they can take home, but also the opportunity to do every part of the preparation and cooking. In the theory lesson, students will receive the necessary level of support and guidance to allow them to

employer of young people in the Broadland area.

**How will this learning inform understanding about global/ social issues?**

- Childhood obesity is often caused by poor nutrition, often as a result of poverty and misinformation about food. The theory and practical side of the course informs students about how to make smarter decisions about food and gives them access to healthy and delicious alternatives to some unhealthy favourites, which will hopefully spark an interest in them to eat more healthily.

- Adaptability and problem solving (dishes won't always turn out how students envisage- *if half the food is uncooked, but the rest is burning, what can we do to save it?*)

**How does this learning enrich students' cultural capital?**

- The content of this course aims at providing students with the option of being more independent in terms of their own cooking and skillset. With the ground rules established of how to stay safe, students can experiment more with cooking both at school and at home and build confidence in their culinary skills.

|  |   |  |
|--|---|--|
| <p>access learning and to achieve well, in reference to their students profiles.</p>   |   |  |
| <p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>  | <p><b>Cross curricular links/ literacy/numeracy:</b></p>  | <p><b>Common misconceptions:</b></p>   |
| <p><b>What historical, social or cultural context will be developed?</b></p> <ul style="list-style-type: none"> <li>The kitchen safety rules covered in the content of the lesson and in the scholarly directed reading are taken directly from Food Safety Laws in the UK and the EU. Students are taught to understand that as well as health risks, if these rules are broken in a catering environment there can be legal ramifications.</li> </ul> <p><b>Are there opportunities to promote moral or spiritual development?</b></p> <ul style="list-style-type: none"> <li>Students will hopefully find joy in cooking for themselves and gaining some independence at home.</li> </ul> <p><b>Are there opportunities to promote personal development?</b></p> <ul style="list-style-type: none"> <li>Students are responsible for their utensils and equipment, keeping them clean and organised throughout the lesson. Students experience multiple levels of Maslow’s Hierarchy of Needs in personal development through the course, with their safety needs being met in a very literal way, their esteem needs by feeling proud of what they have produced, which they often do, their cognitive needs through being pushed in the theory lessons and their</li> </ul> | <p><b>Does this unit relate to another cross curricular unit of study?</b></p> <ul style="list-style-type: none"> <li>Yes, hugely. Kitchen safety has strong links to science, especially biology in the discussion of pathogens and food safety risks. The presentation work has very similar themes and skills used to art and design.</li> </ul> <p><b>Opportunities to develop numeracy.</b></p> <ul style="list-style-type: none"> <li>In dealing with weighing out ingredients and measuring, also there are some cases where students will need to scale up or scale down recipes.</li> </ul> <p><b>Opportunities to promote reading aloud.</b></p> <ul style="list-style-type: none"> <li>As a class we will be reading from a variety of subject related books and online sources. Students will also independently look through recipe books to find ideas for their own menu designs.</li> </ul> <p><b>Opportunities for extended writing?</b></p> <ul style="list-style-type: none"> <li>Towards the end of the course there is a piece of extended writing on food poisoning and how to prevent it.</li> </ul> | <p><b>What are the common misconceptions within this scheme and how can they be addressed?</b></p> <ul style="list-style-type: none"> <li>In the Year 7’s especially there is a lot of misconceptions about knife safety and how to use the ovens and hobs. These are addressed very early on in the course by careful explanation and repeated demonstrations in the practical lessons, and work reinforcing this in the theory lessons.</li> </ul> |

aesthetic needs in the continuing work on presentation and plating skills.

**Assessment timeline:**

Food Technology is delivered as part of a carousel system within the Creative Industries Faculty, alongside Computer Science, Product Design, and Textiles. This structure allows each subject to be taught over a focused period of approximately nine weeks per academic year. Within this timeframe, students engage in a broad range of activities designed to develop both practical and theoretical understanding of Food Technology, ensuring they gain meaningful exposure despite the short delivery window.

Assessment in Food Technology is split equally between two key areas: subject knowledge and employability skills, each marked out of 50. Subject knowledge assessments evaluate students' understanding of food safety, ingredients, cultural importance of food, and the ability to apply this knowledge to problem-solving tasks. The employability assessment is bespoke to Food Technology and assesses a range of transferable skills such as creativity, teamwork, time management, and independent thinking—key attributes valued by employers within the creative industries.

All student achievements are logged by teaching staff on the KS3 subject tracking sheet to ensure consistent monitoring of progress across the faculty. In addition, individual achievement scores are recorded on the front of student books, providing a clear and accessible reference for students and parents. The Creative Industries Faculty prides itself on being forward-thinking, consistently integrating the latest technologies to enhance teaching and learning. This aligns with government guidance and supports students in developing digital literacy as part of their broader educational experience.

**Subject Knowledge:**

- Keywords
- Food Safety
- Knife Safety
- Catering Equipment
- Food Poisoning
- Kitchen Hygiene



**Employability Skills: Pizza Toast**

Students independently prepare, cook, and present a dish of Pizza Toast as part of their practical assessment. This task is designed to evaluate five key areas: practical skills, health and safety, the overall quality of the finished product, presentation (plating), and the effectiveness of their closedown and cleaning.

Pizza Toast has been carefully chosen as an ideal dish for this assessment due to its balance of simplicity and skill. While it remains highly accessible for Year 7 students, it also allows for the demonstration of a wide range of basic cooking techniques, including safe use of equipment, ingredient preparation, portion control, and heat application.

The speed at which the dish can be prepared and cooked gives students the valuable opportunity to focus on refining their plating and presentation, encouraging attention to visual appeal as well as flavour and texture. This structure supports the development of independence in a kitchen setting and builds confidence in core practical competencies, setting a strong foundation for future cooking tasks.



**Exam: 50 Marks**

**Practical: 50 Marks**

## Home learning

Home learning in Food Technology is set in accordance with the subject's home learning schedule, which is available through the Acle Academy website. These tasks are carefully designed to reinforce both the subject knowledge and employability skills assessment areas that are implemented into the classroom. By supporting the curriculum in this way, students can consolidate their understanding of key concepts and continue developing transferable skills such as problem-solving, creativity, and time management beyond the classroom setting.

To support independent learning, subject-specific YouTube playlists have been created and curated to align directly with classroom content. These playlists include a range of resources, such as instructional videos, practical demonstrations, and relevant theory-based content. Where appropriate, audio books or audio versions of set literacy texts are also included, allowing students to access content in a format that suits different learning styles. This approach encourages students to take ownership of their learning while making use of high-quality digital resources that complement and enhance their in-school experience.



## Feedback

Feedback plays a vital role in the delivery of practical subjects within the carousel system, including Food Technology. Due to the hands-on nature of the curriculum, verbal feedback is an essential tool for effective teaching and learning. This ongoing, in-the-moment dialogue allows teachers to guide students through processes, correct errors as they occur, and reinforce good practice. Evidence of this approach can be seen in focused, purposeful classroom environments where students are actively engaged and responsive to teacher input.

To further support learning, structured strategies such as WWW (What Went Well) and WAGOLL (What A Good One Looks Like) are embedded within lessons. These strategies help students to reflect on their own work, recognise strengths, and understand expectations through high-quality exemplars. Peer and self-assessment opportunities are often built into practical tasks, enabling students to become more independent and reflective learners.

To complete the feedback loop, students review their Subject Knowledge assessments with reference to personalised feedback provided via their school email accounts. This process encourages students to identify and address any misconceptions, reinforcing personal responsibility and promoting continuous improvement. By reviewing assessment outcomes and targeted feedback, students can take clear, informed steps to improve their understanding and performance in future tasks.

## Length of unit (duration indicated in lessons)

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

