

Year 7, Kitchen Safety, Department of Technology

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>What prior learning does this build upon? (links to KS2 national curriculum)</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>What future learning does it underpin? Why is worth teaching this content?</p> <ul style="list-style-type: none"> 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. <p>Why is it taught in this order? Sequencing?</p> <ul style="list-style-type: none"> This Scheme of Work focuses on kitchen safety. This is incredibly important as this 	<p>What are the key knowledge and skills that will be taught through this unit? Identify new learning.</p> <ul style="list-style-type: none"> 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. Practical: preparing ingredients, using different utensils and appliances, knife skills, different cooking methods, following recipes, presentation. <p>How will those skills and this knowledge be applied here and in the future?</p> <ul style="list-style-type: none"> 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. 	<p>Key words and terminology that must be learned using the whole school strategy of etymology/ morphology/ using it in context</p> <ul style="list-style-type: none"> <i>Campylobacter</i> <i>Pathogen</i> <i>Claw Method</i> <i>Bridge Method</i> <i>Scald</i> <i>Cross Contamination</i> <i>Danger Zone</i> <i>Foreign Material</i> <i>HACCP</i> <i>Sanitizing</i>

<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>How does this link to the secondary national curriculum?</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 		
<p>Challenge and Support:</p>	<p>World wide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<p>How and where will students be stretched and challenged in this unit?</p> <ul style="list-style-type: none"> • 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 	<p>How is this content relevant to the wider world?</p> <ul style="list-style-type: none"> • 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. • 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 	<p>How does this learning relate to careers?</p> <ul style="list-style-type: none"> • This content has a direct link to careers in the hospitality and catering industry, which is the 3rd 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. <p>What soft employability skills are developed through this unit?</p> <ul style="list-style-type: none"> • Communication and Teamwork (in the kitchen, especially during closedown)

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>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>What historical, social or cultural context will be developed?</p> <ul style="list-style-type: none"> 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. <p>Are there opportunities to promote moral or spiritual development?</p> <ul style="list-style-type: none"> Students will hopefully find joy in cooking for themselves and gaining some independence at home. <p>Are there opportunities to promote personal development?</p> <ul style="list-style-type: none"> 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 	<p>Does this unit relate to another cross curricular unit of study?</p> <ul style="list-style-type: none"> 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. <p>Opportunities to develop numeracy.</p> <ul style="list-style-type: none"> In dealing with weighing out ingredients and measuring, also there are some cases where students will need to scale up or scale down recipes. <p>Opportunities to promote reading aloud.</p> <ul style="list-style-type: none"> 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. <p>Opportunities for extended writing?</p> <ul style="list-style-type: none"> Towards the end of the course there is a piece of extended writing on food poisoning and how to prevent it. 	<p>What are the common misconceptions within this scheme and how can they be addressed?</p> <ul style="list-style-type: none"> 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.

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

How are the knowledge and skills going to be assessed through this unit?

- There are two formative tests, a practical skills summative test and a theory summative test. The formative tests will take the form of class quizzes, the practical skills test is an observed cooking practical, and the theory summative test is online on Google Classroom.

What will be the timings of assessments?

- The formative tests happen at the start of the course, in the first two theory lessons. The practical summative takes place at the midway point on the fourth practical lesson. The theory summative is the sixth and final theory lesson.

What pre-test, formative, summative testing methods will be used?

- The theory tests both formative and summative are all multiple choice with questions covering a variety of topics and layouts. The practical summative is observation based and they are marked on Practice, Health and Safety, Plating and Closedown.

Are the assessments also assessing prior knowledge? (cumulative)

- Yes, less so for this Year 7 scheme of learning, but similar questions are part of the Year 8 and 9 assessments.

Will you use any low stakes testing to test memory retention?

- Students will be questioned in the plenaries of lessons and will be asked to explain the previous lessons content at the start of the following lesson.

What success criteria/ model answers/ WAGOLs will be used?

- Students are given a target grade for their summative tests in a percentage score, their success criteria would be beating that. For their practical, students are given WAGOLs in the form of photos of previous student's dishes (anonymously) and asked to critique them and say what they like, they are also given a whole lesson on presentation and plating immediately before the practical summative test to prepare them for this directly.

How will assessments inform future planning and monitor progress?

- The statistics provided from the Google Classroom summative tests allow me to identify subject areas where students are consistently weaker, to give me the opportunity to re-plan my lessons covering that content.

Home learning

What home learning is being set and when and how does this link to learning?

- 1.1.1 General Practical Skills 1.1.2 knife Skills 1.1.3 Preparing Fruit, Vegetables & Using Equipment 1.1.4 Cooking Methods: Prepare, Shape & Combine 4.1.2 Enzymes & Signs of Food Spoilage 4.1.3 Food Poisoning 4.1.4 Bacterial Contamination

4.1.5 Microorganisms in Food Production
4.2.3 Preparing, Cooking & Serving Food

4.2.1 Temperature Control 4.2.2 Ambient Foods & Food Labels
4.2.4 End of Topic Test - Food Safety

- **Food Technology Practical Activities-** Students have a selection of practical cooking challenges to complete at home. For students without consistent kitchen access, there is a comparable set of engaging non-practical tasks. “Make the best possible sandwich” “Bake a cake of your choice” “Cook a savoury dish, containing fruit” “Eat a food you’ve never tried before- write a review explaining how it tasted” “Choose 3 local restaurants or takeaways; read customer reviews and find out what their hygiene star rating is.” “Clear the table after a meal, wash the dishes by hand and put them away clean and dry.”

- **What assessment method will be used to give feedback on home learning?**

- Feedback 4

Scholarly reading?

- The Seasonal Menu Design project will require students to research dishes and menu’s for their appropriateness.

Feedback

What tasks, homework or assessments will require Feedback Four?

- In the technology department we are trialling our own feedback methods using a front sheet. These will contain personalised comments and feedback on the students’ attainment across practical and theory work based in: Evaluate, Make, Theory and Literacy.

What other feedback will be used? Class common misconceptions/ peer/ self?

- I speak to each student individually at the end of every practical lesson, to give feedback on their dish and for them to vocalise a WWW and an EBI. Students are then prompted to discuss what they would want to change in a recipe to make it better for them or to improve its taste/texture/presentation.

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
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X												

Unit: Kitchen Safety