

Year 7 Topics

In year 7 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4. Our curriculum is designed to develop creative and independent students and embed life skills.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Food commodities	Students will learn the value of food commodities within the diet. They will learn the range of foods, ingredients and from the major commodity groups they belong.	The value of commodities – the role of fruit and vegetables in the diet. Primary and secondary processing of milk.	<ul style="list-style-type: none"> • Food, commodity, value, diet, contribution, storage, origins, physical, change, recipe. • Fruit, vegetables, fresh, frozen, dried, canned, juiced. • Milk, cheese, primary processing, secondary processing, pasteurization, homogenisation 	<p>Students will demonstrate their knowledge into practice through a variety of practical situations.</p> <p>Students will learn through explore, investigate, and research tasks</p> <p>Research skills – textbooks</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal & non-verbal</p> <p>Development of language skills, literacy and extended writing.</p>
		The working characteristics of ingredients – rubbing in (crumble, scones), dough making (scones, pizza), melting (muffins)		
		Origins of food – Fruit and vegetables, looking at the ingredients used to make a pizza. Where do they come from? How are they processed?		
		Physical changes that can occur – life process of fruit and vegetables.		
		Prepare and cook – students will make fruit salad, fruit crumble, healthy muffins, cheese scones and a practical test - pizza		
Principles of nutrition	Students will learn the definition of	Definition of macro and micronutrients.	<ul style="list-style-type: none"> • Nutrient 	Students will demonstrate their knowledge into practice through a variety of practical situations.

	macronutrients and micronutrients in relation to human nutrition.	Main sources and specific function of macro nutrients - students will use a variety of media to research the role of macro-nutrients in the diet. Through practical evaluations students will link the nutrients to the ingredients in their recipe.	<ul style="list-style-type: none"> • Protein, amino acids, • Fat, oils, saturated, unsaturated, essential fatty acids • Carbohydrates, starches, sugars • Vitamins • Minerals, calcium, iron • Sources, function, intake, essential 	<p>Students will learn through explore, investigate, and research tasks</p> <p>Research skills – textbooks.</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal & non-verbal</p> <p>Development of language skills, literacy and extended writing.</p>
Diet and good health	Students will learn to knowledge of nutrition and current dietary guidelines. Students will learn common dietary issues.	Eat well guide – linked to categories, identify how much we need and the nutritional value in our diet.	<ul style="list-style-type: none"> • protein, fat, carbohydrate, macronutrients, micronutrients, dietary fibre, • Nutrition, Recipe, meal, nutritional information, data, content, modify, reduce, increase 	<p>Students will demonstrate their knowledge into practice through a variety of practical situations.</p> <p>Students will learn through explore, investigate, and research tasks</p> <p>Research skills – textbooks.</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal & non-verbal</p> <p>Development of language skills, literacy and extended writing.</p>
		How nutrients work in the body – identify the main functions of the macro nutrients.		
The science of food	Students will learn how the preparation and cooking of food affects the sensory	Why food is cooked – to improve flavour, colour, texture and to ensure food is safe to eat.	<ul style="list-style-type: none"> • Properties, sensory, nutritional, taste, texture, appearance, nutritive value, palatability, • Boiling, simmering, steaming, dextrination, enzymic browning, oxidisation 	<p>Students will demonstrate their knowledge into practice through a variety of practical situations.</p> <p>Students will learn through explore, investigate, and research tasks</p>
		Cooking methods		

	and nutritional properties. Students will learn microbiological food safety principles	<p>The control of micro-organisms – use of the fridge, prevention of cross-contamination, safe working practices.</p> <p>Working characteristics of food, reasons and how to remedy problems</p> <p>Safe food storage – use of the fridge, date marks.</p> <p>Food wastage -</p>	<ul style="list-style-type: none"> • Inadequate, unacceptable • Microbes, decay, multiplying, bacteria, storage, growth conditions, preservation, food spoilage, temperature, moisture, time, cross-contamination, hygiene, food poisoning, contamination, • Wastage, environment, financial implications 	<p>Research skills – textbooks.</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal & non-verbal</p> <p>Development of language skills, literacy and extended writing.</p>
Where food comes from safety when buying, storing, preparing and cooking food.	Students will learn where food originates and the impact on the environment. Students will learn about the stages in food processing.	<p>Food origins – fruit and vegetables – how they are grown. Looking at the ingredients used to make a pizza. Where do they come from? How are they processed?</p> <p>The impact on the environment</p> <p>Sustainability</p>	<ul style="list-style-type: none"> • Food origins, grown, food miles, carbon footprint, local, environment, value, waste, country, region • Characteristics, eating patterns, nutritional guidelines, • Primary processing, secondary processing, technological development 	<p>Students will demonstrate their knowledge into practice through a variety of practical situations.</p> <p>Students will learn through explore, investigate, and research tasks</p> <p>Research skills – textbooks.</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal & non-verbal</p> <p>Development of language skills, literacy and extended writing.</p>
Cooking and food preparation	Students will learn skills to enable them to plan, prepare, cook and serve a variety of recipes.	Sensory analysis and how to access the quality of food using sensory descriptors – evaluation of practical assessment. This should include the views of others.	<ul style="list-style-type: none"> • Sensory perceptions, choices, sensory qualities, judge, test for readiness • Preference, testing, food choice, cost, availability 	<p>Students will demonstrate their knowledge into practice through a variety of practical situations.</p> <p>Students will learn through explore, investigate, and research tasks</p>

	<p>Students will learn to consider consumer influence and choice.</p>	<p>Preparation and cooking of ingredients to make a selection of recipes including fruit salad, fruit crumble, healthy muffins, cheese scones, pizza (practical test).</p>	<ul style="list-style-type: none"> • Informed choice, balanced diet, variety, portion size, nutritional information • Planning, cooking, dish, recipe, preparation, ingredient, selection • Equipment, sieve, baking tray • weigh, drain, bake, rubbing in, cream, pipe, chop, slice, dice, peel, mix, melt, golden brown, divide, boil, simmer, measure, knife skills, bridge and claw grip, solid, liquid, shape, setting, finishing, dough, knead, glaze, cool, spongey, garnish, time management • Rule, hazard, accident, safe, safety, dangerous, prevent, hygiene, organisation • Shaping, binding, temperature, compress, combine, cross-contamination, food probe, consistency • Adapting, review, evaluate, improvements, amending, 	<p>Research skills – textbooks & internet.</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal & non-verbal</p> <p>Development of language skills, literacy and extended writing.</p>
	<p>Presentation and finishing techniques. Accurate portion control</p> <p>Fruit salad – even sized pieces, all pieces chopped to the same size and shape, ratio of juice to fruit</p> <p>Fruit crumble – ratio of fruit to crumble topping, cooked until golden brown (topping has dextrinized and caramelisation)</p> <p>Healthy muffins – equal sized muffins, cooked until golden brown (dextrinized and caramelisation)</p> <p>Cheese scones – all scones an equal size and shape, use of scone cutter to shape, use of egg wash to glaze the scone, scones cooked until cheese is melted and golden brown (dextrinised)</p> <p>Pizza – base accurately shaped base, ratio of tomato puree, ratio of cheese, toppings all prepared accurately, toppings placed evenly over the pizza.</p>			

		<p>The application of food hygiene and safety – students investigate hazards in the kitchen. They learn how to make the kitchen a safe environment to work in. Students apply their knowledge of food hygiene and safe working practices in every practical lesson.</p>		
		<p>To follow a recipe independently and make own judgements when considering timings, flavour, texture and appearance.</p> <p>Test for readiness: Fruit crumble – golden brown topping</p> <p>Healthy muffins – firm to the touch, golden brown</p> <p>Cheese scones – golden brown.</p> <p>Pizza – the cheese melts, the base is golden brown.</p>		