

year 7 SOL	Core	Hinterland
		meanwhile elsewhere'
	Core	Hinterland
lesson 1	To explain the layout of the food room and to recognise, name and locate the tools and equipment in the food room.	meanwhile elsewhere' - focus on developing countries - weather patterns drought winds storms - how does this affect access to healthy food
lesson 2	To define the senses, how they are used in tasting food and drink and develop descriptive vocabulary.	A food taster is a person who ingests food that was prepared for someone else, to confirm it is safe to eat. One who tests drink in this way is known as a cupbearer. The person to whom the food is to be served is usually an important person, such as a monarch or somebody under threat of assassination or harm.
lesson 3	To describe the principles <i>The Eatwell Guide</i> and relate this to the diet. To name the key nutrients provided by The Eatwell Guide food groups.	Nutrition and Hydration Week - age uk why is it important to stay hydrated and how as you age this is the most important
lesson 4	To explain where potatoes, bread, rice, pasta and other starchy carbohydrates come from and why they are important in the diet.	meanwhile elsewhere' potato famine Ireland

lesson 5	nutritional needs for different activity levels	meanwhile elsewhere' To investigate the nutritional requirements for teenagers and plan a suitable main meal dish.
lesson 6	practical tips	slicing dicing knife skills weighing measuring and costing
lesson 7	how cooking methods affect nutritional nutrients in food	compare cooking techniques of different macro and micro nutrients potatoes
lesson 8	To acquire and demonstrate weighing, measuring, grating, slicing, spreading and using the grill / OVEN	meanwhile elsewhere' history of cooking -
	factors to consider when proposing dishes for menus	afternoon tea different food choices - history of Afternoon Tea. Cultural

lesson 9	identifying CUSTOMER needs - what are they?	meanwhile elsewhere someone is vegan - vegetarian - pescatarian
lesson 10	demonstrate food preparation skills & consider the effect of heat and cooking on ingredients.	whats the alternative how has it been done in the past What's the easiest way to make sure your food is sustainably sourced? GROW YOUR OWN.,
lesson 11	planning the production of dishes for menus	MODIFYING RECIPIES AND THE MODIFICATION OF MAIN INGREDIENTS - SENSORY EVALUATIONS
lesson 12	demonstrate food preparation skills when preparing and cooking weighing and measuring, peeling, grating, mixing, folding, dividing a mixture, a (baking).	review the functions of the main ingredients used. They will identify the food skills used, knowledge learned and key food hygiene and safety practices.

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Extra-curricular	Inter-curricular	Careers
Experiences		
Extra-curricular	Inter-curricular	Careers
visit the canteen and have a tour - discuss how the school plans and caters for students	maths weighing and measuring science nutrients	links to careers in nutrition. Clinical dietitian. ... Health and wellness manager. ... Public health nurse. ... Food technologist. ... Regulatory specialist.
vegan food science /cookery science		meanwhile elsewhere' - low and middle-income countries - Marcus Rashford school meals
https://www.ageuk.org.uk/salford/about-us/improving-nutrition-and-hydration/training-bitesize-series/	science geography Animals, including humans	
	to investigate the effects of cooking vegetables - science - history how food became available from other countries - geography where our food is grown.	farmers markets

activities - how many calories have you burnt doing after school exercise	pe lessons	dieticians nutritionalist job description https://www.youtube.com/watch?v=lliOEKc8n1A
vegan cookery club	maths weighing and measuring	https://careertrend.com/about-6673611-job-description-catering-chef.html
vegan cookery club	interpret information from a mathematical representation or context e.g. nutrition information.	
	<ul style="list-style-type: none"> • Use units of measurement to • Use Standard English confidently in a range of formal and informal contexts, including classroom. discussion • Weigh and measure ingredients • Accurately. • Measure/calculate time. 	
bake off - staff and students	geography	bake off - nadia hussan

<p>TASTER SESSION BLIND TASTING AND COMPARISON</p>	<ul style="list-style-type: none"> • Use spoken English as a tool for clarifying and justifying ideas. • Recognise weight and portion size. 	
	<p>how to plan menus that have the least impact on the environment</p>	
	<ul style="list-style-type: none"> • use and interpret data. construct, on paper and/or using ICT, graphs and diagrams to represent data. 	<p>menu planning to avoid waste https://www.youtube.com/watch?v=p9KqN8rVe5E</p>
	<ul style="list-style-type: none"> • use units of measurement to weigh and measure ingredients accurately. • measure/calculate time. • calculate the cost of the recipe. 	

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SMSC/School values	RSHE	homework
Values		
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understanding disasters and how food is affected by weather patterns	Does race affect nutritional intake ?	design a healthy lunch menu for the canteen
confidence to try new things tasting session	religion - health education	<ul style="list-style-type: none"> •State the senses used in tasting food and drink. •Name the five basic tastes. •List five words that can be used to describe a) the appearance of food b) the taste of food c) the texture of food. •Describe the appearance, taste and texture of the salad you created and made. •Ask two family members or friends to taste your salad and write down their comments. Encourage them to use good descriptive vocabulary
		Complete the Eatwell Challenge interactive game and print off the results
		<ul style="list-style-type: none"> •Complete the Cooker safety knowledge triangle worksheet.

<p>To discuss energy and energy balance and to identify how lifestyle and culture can affect food choice.</p>		<ul style="list-style-type: none"> • Explain why we need energy. Use the Energy presentation to support. • Explain how lifestyle and culture can affect food choice. Use the Energy balance presentation to support. • State which foods provide energy. Do some food provide more than others? Why? • Name 10 foods that can be found in the Potatoes, bread, rice, pasta and other starchy carbohydrates group from The Eatwell Guide.
		<p>State the main skills demonstrated today.</p> <ul style="list-style-type: none"> · Name three other types savoury combinations that could be used. · Suggest three ways the crumble topping could be modified to add interest. · Identify three top tips that can help to increase the amount of starchy foods in the diet.
<p>use Standard English confidently in a range of formal and informal contexts, including classroom discussion.</p>		<p>Calculate the cost of the savoury crumble you have made. Use the spreadsheet to help you calculate the cost.</p>
<p>METACOGNITION -</p>	<p>cultural methods of cooking and eating food</p>	<p>Plan recipe ideas for three new savoury snacks, using different types of bases and fillings. Include dairy or alternatives, a starchy carbohydrate base, and at least two portions of fruit and/or vegetables.</p>

investigate and explain the characteristics of beans, pulses, fish, eggs, meat and other proteins in cooking stating advantages and disadvantages in culinary us	RELIGION AND PERSONAL CHOICE	<ul style="list-style-type: none"> •Dietary needs are varied and often people need to change the foods that they eat, the recipes they make and the cooking methods used to meet their particular needs. Complete the case study relating to Sue, a student who has recently become a vegetarian. Use the Different dietary needs presentation to support the task.
how to plan menus that have the least impact on the environment	RELIGION AND PERSONAL CHOICE dietary needs	Name five different types of fish which could be used to make fish goujons.State three types of herbs or spices that could be added.Identify two dipping sauces could be served with the fish goujons.Suggest four top tips for making the fish goujons safely, hygienically and with accuracy.
community - food banks and community fridges	community - food banks and community fridges	Prepare a star diagram (product profile) to test the muffins that you will be making. Plot the intended sensory profile of the muffins (e.g. the attributes and their intensity you would like the muffins to have). When you have made the muffins you will then test them and plot the results on the chart.
confidence to try new things		<p><u>1. Complete 4, 5 and 6 on the Breakfast muffin challenge worksheet.</u></p> <p><u>2. Complete the star diagram/profile prepared for homework last lesson. Explain your results. Identify any unexpected results and analyse why they may have happened. How could you improve on the results if you made the muffins again?</u></p>

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