YEAR 7 2023-2024 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Protein foods and Dairy and Alternatives

Curriculum Intent	
Skills/National Curriculum Links	**In addition to working further on objectives from Autumn and Spring Term, pupils will be taught, following National Curriculum guidelines, the following this term:** • develop basic food preparation skills to make a range of dishes based on protein foods and fats/oils • build knowledge and understanding on protein foods and their origins – focussing on food that is reared and caught • develop an understanding of protein alternatives and their origins, pulses, soya, quorn, TVP etc • understand why protein alternatives are needed and how they are used • know the functions of eggs and their uses in recipes (coagulation) • build knowledge and understanding on dairy foods, their origins and how they can be used, including the process of turning milk into cheese • be able to suggest changes/adaptations to the products made • understand the advantages and disadvantages of protein alternatives compared to meat/poultry and fish • understand the concept of cross contamination and know how to avoid it Skills during practical work: • weighing & measuring using household measures • use of egg to set a mixture, using coagulation • handling of raw meat, able to avoid cross contamination • use of protein alternative in a recipe • be able to slice and onion correctly using the bridge technique • be competent in using the oven and hob safely • judge when foods, including meat are cooked
Cross Curricular Links	**SMSC:** Working cooperatively in teams/unit areas, helping peers and adults, leaving the area ready for others to show consideration for others and a sense of fairness. Consider the living conditions of animals reared for meat on farms and be aware of intensive farming versus free range. Be aware of fish farming compared to sea fish and methods of fishing for sustainability. Compare the work carried out with the cost of the products in our supermarkets. **PSHE/British Values:** Healthy eating and staying well, taking personal responsibility for diet. Being aware of ethical and moral issues when choosing animal and fish products, concern for the environment. Understand the reasons for intensive and free range farming and the advantages and disadvantages of both for consumers and producers. **Literacy:** key terms relating to starchy foods and the practicals for the unit **Skills Builder:** knife skills, teamwork, cooperation, use of equipment
Numeracy	Weighing and measuring using household measures, controlling hobs using numbers, understand the concept of the 'portions' of the Eatwell Guide and what this means as a percentage of the diet for protein and fats and oils.
Literacy	**Vocabulary Tier 2**: ingredients, equipment, describing adjectives, **Vocabulary Tier 3:** protein, fats, oils, lipids**,** alternatives, intensive farming, free range, moral, ethical **Reading:** Reading to find information from resource sheets & PowerPoints, reading instructions **Writing:** Answering questions, writing evaluations and justifying practical choices **Oracy:** Answering questions, group discussions, evaluating their dishes at the end of practical lessons, discussing ethical/moral issues and personal views and feelings
Becoming future ready	**Personal Skills:** practical skills – creative and technical, knowledge and understanding of creating healthy meals, use of equipment, use of dairy and alternatives **Careers/Employability:** food preparation roles
Adaptation	

QFT/SEND Provision	Throughout this topic, quality first teaching will provide differentiation: **By product:** Learners will achieve varying levels of quality and finish in their products, depending on practical ability **By resource:** Workbooklets contain stretch and challenge tasks, there are tasting word banks and spelling support provided by literacy booklets **By Intervention**: by providing different levels of supervision and support **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender, social preference, preferred learning style. **By Task:** Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range. **By Offering Optional Activities:** In class or as homework, to extend learning. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.
Implementation Curriculum Delivery **Learning Outcomes (Core Knowledge)**	To be able to: • Explain the guidance of the Eatwell Guide • Identify the foods classed as proteins and dairy • Describe the healthy eating guidelines for proteins and dairy • Explain secondary processing of meat and fish into ready to eat products • Explain the origins of proteins – meat, fish, poultry and alternatives • Discuss the advantages and disadvantages of alternative proteins • Use eggs to set mixtures • Discuss the difference between intensive and free range • Work in an increasingly organised manner in practical work • Use oven and hob safely and accurately • Display increasingly advanced knife skills • Follow recipes independently • Resolve problems with recipes, for example consistency Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	In year 8 the knowledge from the Eatwell Guide will be developed in the healthy eating unit and the dietary guidelines will be covered. The aspect of healthy eating will be studied in more detail. The food provenance aspect will be studied in the environmental unit in Spring of year 8 and will be developed further, looking at food miles, in season, carbon footprint, ethical and moral issues.
Assessment	Formative assessment is carried out by assessing both practical work and the written work booklet. Summative assessment is carried out in a key assessment (theory) and a practical assessment, both of which are in the work booklet.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.