



SOUTH WILTS GRAMMAR SCHOOL

Year 7 Standards – Food Preparation and Nutrition

Knowledge/skills These must relate to the CURRICULUM How far have students learned the curriculum?	Working towards SWGS Standard for end of Year 7	Working at SWGS Standard for end of Year 7	Working beyond SWGS Standard for end of Year 7
Students should have a thorough grounding on the following: Food Safety – how to cook hygienically The expectations for working in the food room including food hygiene and safety practices. Identify hazards that occur in a kitchen Describe how to reduce hazards Explain how to prepare for a practical List the correct order for washing up Knowledge and understanding of the 4C's for good food hygiene. Handling and cooking raw meat safely. Nutrition Awareness – how to apply that knowledge to healthy eating The principles The Eatwell Guide relate this to the diet. Explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size. What nutrients are and why they are important in our bodies. Understand the function of the macronutrients and vitamins A, D, B, C, iron and calcium in the body. To list each nutrient and explain which food group/s it can be found in on the Eatwell guide. Why breakfast is an important meal and what makes a healthy breakfast. Explain the uses of fibre within the body and sources of fibre.	- Describe the principles of <i>The Eatwell guide</i> and relate it to their own diet. - Name the main nutrients provided by <i>The Eatwell guide</i> food groups. - Explain the 8 tips for healthy eating. - State the main sources of carbohydrate, fat and protein why they are needed in the diet. State the main dietary recommendations for carbohydrate, protein, fat and fibre. - List the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. List the dietary recommendations for these nutrients and how it relates to their diet. - Name and use a range of basic tools safely following instructions. - Be able to produce own time plan and follow it, managing time accordingly - Be able to use some parts of the cooker competently - With help prepare a range of healthy dishes - Be able to get ready to cook, e.g. tie back long hair, wash hands, and wear an apron. - Be able to comment on flavours and textures of the food cooked	- Describe and explain the principles of <i>The Eatwell guide</i> and relate it to the diet. - Name the main nutrients and their functions provided by <i>The Eatwell guide</i> food groups. - Explain and apply the 8 tips for healthy eating to their own diet. - Explain why carbohydrate, protein, fat and fibre are needed in the diet. Name and explain the sources and dietary recommendations for carbohydrate, protein, fat and fibre. - Explain the sources, types and functions of vitamins A, D, B group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet. - Be able to use a range of equipment and organise their work area and keep it tidy - Be able to produce detailed time plan and managing time accordingly. Evidence of dovetailing and key safety and hygiene points identified for each stage of making. - Be able to use all parts of the cooker competently	- Describe and explain the principles of <i>The Eatwell guide</i> and use it when devising meals and menus for themselves and others. - Name the main nutrients and their functions provided by <i>The Eatwell guide</i> and recognise that the amount of energy and nutrients provided by food depends on the portion eaten. - Explain and apply the 8 tips for healthy eating to the diet. - Name the macronutrients; explain why they are needed in the diet and the consequences of over or under consumption. Explain the sources, functions and dietary recommendations for carbohydrate, protein, fat and fibre. - Name the micronutrients; explain why they are needed in the diet. Explain the sources, types and functions of vitamins A, D, E, K, B group and C and the minerals calcium, iron and sodium. Describe the dietary recommendations for these nutrients and how it relates to their diet and the diet of others. - Explain the principles of a range of dietary guidelines e.g. 8 tips for healthy eating and relate and it to the diet. - Explain the difference between soluble and insoluble fibre sources of fibre. - Identify illnesses associated with a lack of fibre in the diet e.g. constipation and diverticular disease. - Can describe what has been most and least successful about different aspects of my product in detail, considering nutritional data





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Practical cookery skills – Confidence in practical situations and application of knowledge. Use a sharp knife safely, demonstrating either the claw or bridge technique Demonstrate how to use the cooker safely Prepare fruit and vegetables Prepare, combine and shape Select and adjust cooking process Weigh and measure Preparation of ingredients and equipment e.g. dicing an onion. Use of equipment Water based methods – hob Dry heat and fat-based methods - hob Difference between simmering/boiling Sauces – all in one/ roux Set a mixture – heating (coagulation) Use of raising agents Make a dough Shaping and finishing a dough Test for readiness Functions of ingredients in all-in-one sauce Write a time plan for scones that includes accurate timings, quality control, hygiene and safety checks to make scones. Describe the sensory characteristics using the correct sensory descriptors Evaluate their performance in the practical e.g. fruit crumble evaluation. Food Science – Why food changes in structure The process of enzymic browning of fruit and how to prevent it from occurring.	- Identify some factors that can affect food choice. - Describe where a range of foods are from and how they are used to create dishes. - To be able to explain the function of ingredients in an all-in-one sauce at a basic level e.g. starch thickens the sauce when heated. - To be able to identify how enzymic browning occurs. - Know what the term seasonality means.	- Able to produce a range of mainly savoury foods which show a range of skills - Recognise the importance of preparing and cooking food safely and hygienically. - Be able to evaluate the dishes cooked using attribute profile with sensory descriptors. - Can explain some of the most and least successful parts of their product and can make some suggestions for improvement. - Can consider whether someone else would like or dislike my products - Describe and categorise a range of foods, state how they are used to create a wide range of dishes. - Identify and explain a range of factors that can affect food choice. - To be able to explain the function of ingredients in an all-in-one sauce using key temps and terms e.g. hydrates and gelatinisation. - To be able to identify a range of ways to prevent enzymic browning from occurring e.g. dipping in lemon juice. - Identify advantages and disadvantages of sourcing seasonal ingredients.	and dietary needs as well as the techniques, equipment and ingredients used in detail when discussing improvements. - Apply dietary guidelines when devising dishes e.g. apple crumble and consider a range of factors when selecting ingredients e.g. seasonality, local and sustainability. - Describe where a range of foods are from, how they are processed and different ways in which they are used to create a range of dishes. - Identify, explain and summarise the factors that affect food choice. - To be able to apply their knowledge of the function of ingredients in an all-in-one sauce to identify and explain why faults have occurred during making the sauce. - To be able to explain how enzymic browning occurs using terms such as phenols, phenolase and melanin. - Predominantly works independently demonstrating an increasing range of food preparation skills e.g. kneading, whisking method and enrobing etc. - Independently produced a detailed time plan and managed time accordingly. Evidence of dovetailing and key safety and hygiene points identified for each stage of making. - Dishes are usually completed on time presented using simple presentation techniques. - Can identify high/low risk foods and explain how to prevent cross contamination. - Explain advantages and disadvantages of sourcing seasonal ingredients.





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Investigate and evaluate the effects of cooking vegetables. Understand the process of gelatinisation in sauce making Explain what a raising agent is and why they are used in food production Give examples of how raising agents are added into foods, either mechanically, chemically or biologically Identify and describe the 3 main raising agents Food choice – factors that affect what people choose to eat and how these can vary through life Discuss energy and energy balance and to identify how lifestyle and culture can affect food choice. Investigate some of the factors that can affect food choice. Investigate ways in which food can be made appetising, (including seasoning, flavouring, visual appearance, presentation). Food Provenance –Where their food comes from What is seasonality and the advantages and disadvantages of using seasonal produce.			

