

University Academy Holbeach Scheme of Work KS4: Intent, Implementation and Impact Year 10 Food and Nutrition

Intent: National Curriculum Requirements/ Subject Content

The course will provide students with the knowledge, understanding and skills they need to prepare and cook food safely using a wide range of different food commodities, cooking skills and techniques and equipment. It will help them to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking and equipment
- Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.

Implementation: Delivery

This scheme of work is a practical and creative course, which focus on giving students the necessary skills to provide the foundation for the Non-Examination Assessment (NEA) and final examination in Year 11.

The course needs to cover the following topics and themes:

1. Food, Nutrition and Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

Food Commodities;

Introduction to food commodities:

To begin with, the content will be taught through the main food commodities:

- Fruit and Vegetables including Potatoes
- Milk, Cheese and Yoghurt
- Cereals including Flours, Breakfast Cereals, Bread and Pasta
- Meat, Fish, Poultry and Eggs
- Butter, Oils, Margarine, Sugar and Syrup
- Soya, Tofu, Beans, Nuts and Seeds

Under each commodity students will:

- Understand where the commodity comes from (rearing / growing / harvesting). Classification.
- Understand how the commodity can be processed and the effects of that processing on the sensory characteristics and nutrition content.
- Understand nutritional value of the commodity.
- Experiment with the commodity to understand food science
- Understand and apply appropriate hygiene and safety procedures when preparing, cooking and serving dishes
- Cook a range of dishes to demonstrate their understanding of the key ingredient/s.

Impact: Assessment and Progression

Practical: Practical task is assessed using the GCSE Grading Criteria 1-9. Demonstration of skills. NEA MOCK Assessment – 3 hour practical (2 x dishes with accompaniments)

Theory: Homework/ Exam Questions/ NEA MOCK Assessment

Progress Tests: x 2

Addition exam technique and exam, questions before NEA MOCK

End of Year Exam

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Term 1									
Week 1 Principles of Food Safety	<ul style="list-style-type: none"> • To understand the importance of Food Preparation and Safety. • To develop a knowledge of the principles of Food Safety. • To investigate different storage methods. 	<ul style="list-style-type: none"> • Update students folders with labels and new Y10 sheets • Define food safety • Food safety advice when buying • Apple pie investigation: Group activity • Different storage methods • The restaurant inspector activity: Group activity 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses		Worksheets PowerPoint Folders Admin Materials Contaminated Apple Pies	1	Visual Aids Worksheets Quality of written responses	Questioning Teacher Observation	English Science SMSC: Social Development
Week 2 Preparing, Cooking and Serving Food (Personal Hygiene)	<ul style="list-style-type: none"> • To understand how to prepare, cook and serve food. • To understand and demonstrate the importance of personal hygiene. 	<ul style="list-style-type: none"> • Video: Bacteria multiplication • What is cross contamination • Exploring personal hygiene • Teacher: Bad hygiene cake demonstration • Student: Best practice of personal hygiene cake demonstration • Preparing foods • Storing Foods: Students to stick foods in the correct places • Cooking, Cooling Down & Serving Food 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses		Worksheets Equipment PowerPoint Homework: To get the allergy letter signed. Students should look in the kitchen at home and familiarise themselves with the names of	1, 3 & 7	Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning Student Demonstration Teacher Observation	English Science SMSC: Social Development

		<ul style="list-style-type: none"> • Food probes 			different pieces of equipment.				
<p>Week 3</p> <p>Recipe Analysis for Jambalaya</p>	<ul style="list-style-type: none"> • To understand how to make jambalaya. • To analyse the nutritional profile of the jambalaya recipe. 	<ul style="list-style-type: none"> • Identify what jambalaya is • Jambalaya demonstration • Recipe analysis • Identify the key nutrients in dish • Identify cooking methods • Identify practical skills • Linking the disk to Eatwell Guide • Discuss developments of recipe • Science Terminology 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>		<p>Worksheets PowerPoint Recipes Ingredients Equipment</p> <p>Homework: To bring ingredients to make jambalaya. These must be weighed out at home.</p>	1, 2, 3, 5 & 6	<p>Visual Aids Worksheets Students to Demonstrate Quality of written responses</p>	<p>Questioning Teacher Observation</p>	<p>English Science SMSC: Moral & Cultural</p>
<p>Week 4</p> <p>Practical: Jambalaya</p>	<ul style="list-style-type: none"> • To prepare and cook a main meal dish. • To demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature and cooking with rice. • To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> • Update students folders with labels and new Y10 sheets • Define food safety • Food safety advice when buying • Apple pie investigation: Group activity • Different storage methods • The restaurant inspector activity: Group activity • Students to demonstrate food preparation skills when making jambalaya e.g. Weighing and Measuring, Making a Stock, Preparing vegetables, Handling and Preparing Raw Meat, Seasoning, Boiling, Simmering • Student / Teacher assessment • Students to record their achievement in their folders 	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	1, 2, 3, 4, 5 & 6	<p>Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability</p>	<p>Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating</p>	<p>English Science SMSC: Social, Moral & Cultural</p>
<p>Week 5</p> <p>Introduction to Fruit and Vegetables</p>	<ul style="list-style-type: none"> • To identify and categorise a range of fruit and vegetables. • To demonstrate a range of cutting skills when preparing fruit and vegetables. • To understand and demonstrate a range of cooking methods. 	<ul style="list-style-type: none"> • To identify why consumers need to eat a range of fruits and Vegetables and link this to the Eatwell Guide • To look at the different types of fruits • What to look for when buying fruit. • Explore the different categories of fruit, e.g. stone, citrus • To look at the different types of vegetables 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>		<p>Worksheets PowerPoint Folders Carrots Equipment Laminated Cutting Techniques Cards</p> <p>Homework:</p>	2	<p>Visual Aids Worksheets Students to Demonstrate Quality of written responses</p>	<p>Questioning Teacher Observation</p>	<p>English Science SMSC: Social & Moral</p>

		<ul style="list-style-type: none"> • What to look for when buying vegetables. • Explore the different categories of fruit, e.g. root, tuber • Recap on the different cutting methods: Bridge and Claw • Explore different cutting techniques, e.g. Julienne • Demonstrate the different cutting techniques on a carrot • Student practical task: Cut a courgette to demonstrate the different cutting techniques and display them on the laminated cutting techniques card, photograph with iPad. • To look at different cutting methods and to demonstrate these with the cut courgettes. 			To bring ingredients to make roasted vegetable and pasta medley. These must be weighed out at home.				
<p>Week 6</p> <p>Demonstration and Practical: Roasted Vegetable and Pasta Medley</p>	<ul style="list-style-type: none"> • To prepare and cook a main meal dish. • To demonstrate the skills of preparing a range of vegetables. • To demonstrate use of the hob when making a roux béchamel sauce. • To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> • Students to demonstrate food preparation skills when making roasted vegetable and pasta medley e.g. Weighing and Measuring, Cooking Pasta, Preparing Vegetables, Roasting Vegetables, Making a Béchamel Sauce using the Roux Method • Student / Teacher assessment • Students to record their achievement in their folders 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Ingredients Equipment Student Folders	1, 2, 3, 4, 5 & 6	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating	English Science SMSC: Social, Moral & Cultural
<p>Week 7</p> <p>Investigation: Enzymic Browning</p>	<ul style="list-style-type: none"> • To understand the term 'enzymic browning'. • To carry out a scientific investigation to look at the factors that effect 'enzymic browning'. • To record the results and analyse them using your scientific knowledge. 	<ul style="list-style-type: none"> • To identify the term 'enzymic browning'. • To look at the science behind 'enzymic browning'. • Look at ways to prevent 'enzymic browning'. • To watch a video, which further describes the term. • Students to carry out a scientific investigation and to record their results. • Students to write a report to evaluate their findings. 	Literacy: Key Words, Reading and Following Instructions, Questioning		PowerPoint Apples Pears Bananas White Preparation Tray Chopping Board Sharp Knife Laminated Results Sheet Pen Timer Ipad Camera Student Folders	1, 3 & 5	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria: NEA Investigation Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: NEA Investigation	English Science SMSC: Social, Moral & Cultural

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Term 2									
Week 8 Seasonality, Food Miles, Locally Produced, Carbon Footprint, Intensive Farming, Organic	<ul style="list-style-type: none"> To identify and explain how seasonality links to fruit and vegetables. To explore and understand the terms 'Food Miles', 'Locally Produced', 'Carbon Footprint', 'Intensive Farming' and 'Organic'. 	<ul style="list-style-type: none"> To recap on the term 'enzymic browning' and what students found out from the investigation. Identify the different seasons. Students to define what they understand by the term 'seasonality'. Discuss 'seasonality', Students should watch there short video clips, which explain this term. Discuss the advantages and disadvantages of seasonal foods. Students to define what they understand by the term 'food miles'. Discuss 'food miles'. Explore the advantages of buying 'Local Produced Foods'. Identify and discuss the term 'Carbon Footprint'. Explore the different ways foods are grown. Students to understand 'Intensive Farming' and look at the advantages and disadvantages. Explore the term 'Organic Farming'. 	Literacy: Key Words, Reading and Following the PowerPoint, Questioning		PowerPoint Ingredients Equipment Student Folders Homework: To complete the worksheet on 'Food Miles, Locally Produced, Carbon Footprint, Intensive Farming, Organic'.	3	Videos Differentiation by Outcome GCSE Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating	English Science SMSC: Spiritual, Social, Moral & Cultural
Week 9 Demonstration and Practical: Apple Pie (Shortcrust Pastry)	<ul style="list-style-type: none"> To understand how to make an apple pie using shortcrust pastry. To demonstrate how to prepare fruit to stop 'enzymic browning'. 	<ul style="list-style-type: none"> Students to demonstrate food preparation skills when making an apple pie e.g. Weighing and Measuring, Making Shortcrust Pastry, Preparing Apples Correctly to stop Enzymic Browning, Rolling Pastry, Shaping Pastry, Creating a Lattice Pastry Top, Glazing, Baking. Student / Teacher assessment. Students to record their achievement in their folders. 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Ingredients Equipment Student Folders	1, 2, 3, 5 & 10	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating	English Science SMSC: Social, Moral & Cultural

<p>Week 10</p> <p>Food Processing and Production: Secondary Processing.</p> <p>Demonstration: Jam, Lemon Curd and Chutney Demonstration</p>	<ul style="list-style-type: none"> To identify and understand the terms 'Food Production' and 'Food Processing'. To recognise the signs of food spoilage on fruits and vegetables. 	<ul style="list-style-type: none"> To look at the range of ways crops are grown. Introduce food processing. Identify what primary processing is and provide examples. Identify what secondary processing is and provide examples. To look at primary stages of processing & production. Secondary Processing: Turning Fruit into Jam / Curd. Demonstration: Lemon / Lime Curd. To look at the signs of food spoilage: How Enzymes affect Foods. To look at the signs of food spoilage: How Moulds affect Foods. To look at the signs of food spoilage: How Yeasts affect Foods. Students to complete exam questions. Review and discuss. 	<p>Literacy: Key Words, Reading and Following the PowerPoint, Questioning</p>		<p>PowerPoint Ingredients Equipment Student Folders</p> <p>Homework: To complete the worksheet on 'Food Miles, Locally Produced, Carbon Footprint, Intensive Farming, Organic'.</p> <p>To bring ingredients to make a curd.</p>	<p>1, 2, 3, 4, 5 & 12</p>	<p>Videos</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>English Science SMSC: Spiritual, Social, Moral & Cultural</p>
<p>Week 11</p> <p>Practical: Lemon / Lime Curd</p>	<ul style="list-style-type: none"> To prepare and make a curd. To demonstrate the skills of preparing citrus fruits. To demonstrate use of the hob when making the curd. To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> Students to demonstrate food preparation skills when making an a curd e.g. Weighing and Measuring, squeezing and juicing citrus fruit, making the curd (hob), demonstrating sterilisation of the jars (oven). Student / Teacher assessment. Students to record their achievement in their folders. 	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<p>, 2, 3, 4, 5 & 12</p>	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>English Science SMSC: Social, Moral & Cultural</p>
<p>Week 12</p> <p>Investigation: Cooking Methods of Potatoes</p>	<ul style="list-style-type: none"> To work in groups to use different methods of cooking a potato. To develop and practice investigation skills similar to those used later in NEA. To develop sensory analysis techniques when investigating foods. 	<ul style="list-style-type: none"> Literacy: Students should identify how to spell potato, in singular and plural. Link to the Eatwell Guide. Students to think and create a mind-map of all the potato types that they can think of. Theory behind potatoes. 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>		<p>PowerPoint Ingredients Equipment Student Folders</p> <p>Homework: To bring ingredients to</p>	<p>1, 2, 3, 4, 5 & 6</p>	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria: NEA Investigation</p>	<p>Questioning</p> <p>Teacher Observation</p>	<p>English Science SMSC: Social, Moral & Cultural</p>

	<ul style="list-style-type: none"> To develop analysis and evaluation skills when working to investigate the best cooking method for potatoes. 	<ul style="list-style-type: none"> To look at the structure of a potato. To look at the best storage methods of potatoes. To look at the wide range of ways of cooking potatoes. Explain the potato investigation and hand out the paperwork. Put students into groups. Provide each group with a different potato type and a cooking method. Students to record their findings on the sheets provided. Class discussion after the investigation has taken place. Discuss the findings as a class. 			<p>make Dauphinoise Potatoes. Students should select a suitable potato type for this practical.</p>		Choices made by ability		
<p>Week 13</p> <p>Demonstration and Practical: Dauphinoise Potatoes</p>	<ul style="list-style-type: none"> To understand how to make dauphinoise potatoes. To prepare and cook dauphinoise potatoes. To demonstrate the skills of preparing potatoes, making a cream sauce, controlling the hob temperature, assembling and baking. To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> Demonstration: Dauphinoise Potatoes. Students to demonstrate food preparation skills when making dauphinoise potatoes e.g. Weighing and Measuring, Boiling Potatoes (hob), Simmering, Slicing Potatoes, Sauce Making, Layering, Baking. Student / Teacher assessment. Students to record their achievement in their folders. 	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<p>1, 2, 3, 4, 5 & 6</p>	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>English Science</p> <p>SMSC: Social, Moral & Cultural</p>
<p>Week 14</p> <p>Dairy Products: Milk</p>	<ul style="list-style-type: none"> To identify the nutritional importance of milk in the diet. To understand the processing of different types of milk. To identify the sensory differences between the different types of milk. 	<ul style="list-style-type: none"> Make the link to the Eatwell Guide. Introduce milk, discuss what it is and the nutritional properties. Discuss the different types of milk available to purchase. Look at the different sources of milk available in the UK. Look at the primary processing (First Stages) of making milk. Watch video. Look at the secondary processing of milk. Discuss skimming milk to remove the fat, link this to the different types of milks available. 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>		<p>PowerPoint Ingredients Equipment Student Folders</p>	<p>N/A</p>	<p>Videos</p> <p>Visual Aids</p> <p>Worksheets</p> <p>Quality of written responses</p>	<p>Questioning</p> <p>Teacher Observation</p>	<p>English Science</p> <p>SMSC: Social, Moral & Cultural</p>

		<ul style="list-style-type: none"> • Students to look at homogenisation. • Look at: Pasteurisation, Ultra-Heat Treatment (UHT), Sterilisation, Evaporated Milk, Condensed and Dried. Look at the wide range of milk alternatives available to buy. • Students should sensory test the wide range of milks and record their findings. Discuss and find out what types of milk the students like. • Students should think about the wide range of sweet and savoury products that include milk. • Standard versus organic. 							
Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Term 3									
Week 15 Dairy Products: Cheese Demonstration: Cheese and Vegetable Pasties	<ul style="list-style-type: none"> • To identify a range of cheeses and its uses. • To understand how to make cheese and vegetable pasties. 	<ul style="list-style-type: none"> • Make the link to the Eatwell Guide. • Ask students what cheese is. Introduce cheese and discuss. • Look at the nutritional value. • Discuss the main categories of cheese and examples of cheese within each category. Students to sensory test the different types of cheese and record their findings. • Discuss the uses of cheese in cooking and how to store cheese. • Demonstration: Cheese and Vegetable pasties. • Student to complete the recipe analysis sheet. Review and discuss. 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses		PowerPoint Ingredients Equipment Student Folders Homework: To bring ingredients to make cheese and vegetable pasties.	1, 2, 3, 4, 5 & 6	Videos Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning Teacher Observation	English Science Maths SMSC: Social & Moral
Week 16 Practical: Cheese and Vegetable Pasties	<ul style="list-style-type: none"> • To prepare and cook a batch of cheese and vegetable pasties. • To demonstrate the skills of preparing vegetables, making shortcrust pastry, assembling and baking. 	<ul style="list-style-type: none"> • Students to demonstrate food preparation skills when making cheese and vegetable pasties e.g. Weighing and Measuring, Making Shortcrust Pastry, Preparing Vegetables Correctly, Grating Cheese, Shaping, Sealing, Glazing, Baking. 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the	PowerPoint Ingredients Equipment Student Folders	1, 2, 3, 4, 5 & 6	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria	Questioning Teacher Observation and Assessment. Self-Assessment	English Science Maths SMSC: Social & Moral

	<ul style="list-style-type: none"> To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> Student / Teacher assessment. Students to record their achievement in their folders. 		cookers – both gas and electric (centigrade/ gas mark)			Choices made by ability	GCSE Marking Criteria: Making / Evaluating	
Week 17 Dairy Products: Cheese Making / Production Practical: Soft Cheese	<ul style="list-style-type: none"> To understand how micro-organisms are used in the production of cheese. To understand the processing of milk to make cheese. 	<ul style="list-style-type: none"> Review the wide range of cheese products available to buy. Look at what a number of identified products have in common: Yeast, Bacteria and Mould. Students to identify the micro-organisms used in the production of Cheese Practical: Students will work in groups to make their own soft cheese. They can flavour this. Students will sensory test their soft cheese. Discuss findings as a class. Students to complete the card sort for the cheese making process. They should watch the video links to help. Look more in detail at blue cheese and the moulds used to create this type of cheese. 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml)	PowerPoint Ingredients Equipment Student Folders	1, 2, 3, 5 & 7	Videos Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning Teacher Observation Self-Assessment GCSE Marking Criteria: Making / Evaluating	English Science Maths SMSC: Social & Moral
Week 18 Dairy Products: Yoghurt Practical: Yoghurt Making	<ul style="list-style-type: none"> To understand how micro organisms are used in the production of yoghurt. To understand the processing of milk to make yoghurt. 	<ul style="list-style-type: none"> Lesson Link: Students will be shown a range of food products / drinks and they need to review what they have in common. Micro-organisms used in the production of yoghurt: Students will complete the card sort to help them complete the sheet. Practical: Students will work in groups to making yoghurt. They can flavour their yoghurt. Sensory test yoghurt that has previously been made by the technician. Discuss the sensory qualities and how this compares to shop bought yoghurt. Students to complete the exam questions. 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml)	PowerPoint Ingredients Equipment Student Folders	1, 2, 3, 5 & 7	Videos Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning Teacher Observation Self-Assessment GCSE Marking Criteria: Making / Evaluating	English Science Maths SMSC: Social & Moral
Week 19					PowerPoint	N/A	Videos	Questioning	English

Cereals: Wheat	<ul style="list-style-type: none"> To identify a range of cereals and their structure. To understand how wheat is processed. To understand the term 'organic'. To be introduced to the process of Dextrinisation. 	<ul style="list-style-type: none"> Make the link to the Eatwell Guide. Ask students to identify what they understand by the term 'cereals'. Introduce students to the different types of cereals. Today's focus will be on wheat. Look at the structure of wheat. Look at wheat: how it is grown. Students to understand what the extraction rate is. Investigate the varieties of wheat that are available. Understand the term 'fortification' and student should familiarise themselves with what wheat flour is fortified with. Primary and secondary processing of wheat: Students should watch the videos. Discuss. Demonstration: Focaccia. Introduce the term 'dextrinisation'. Explain with examples. Introduce 'organic farming'. Identify what it is, the advantages and disadvantages. Students to answer the exam questions. 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses		Ingredients Equipment Student Folders Grain Chain Samples Homework: To bring ingredients to make focaccia.		Visual Aids Worksheets Quality of written responses	Teacher Observation	Science SMSC: Social & Moral
Week 20 Cereals: Wheat Practical: Focaccia	<ul style="list-style-type: none"> To prepare and loaf of focaccia, whilst demonstrating kneading, proving and shaping. To develop knowledge of cereals. To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> Students to demonstrate food preparation skills when making focaccia e.g. Weighing and Measuring, Flavouring, Kneading, Proving, Shaping, Glazing with Oil, Baking. Student / Teacher assessment. Students to record their achievement in their folders. 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Ingredients Equipment Student Folders	1, 2, 3, 5, 7, 10 & 11	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria Choices made by ability	Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: Making / Evaluating	English Science SMSC: Social, Moral & Cultural
Additional: Progress Test 2 February/ March									
Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)

Term 4									
<p>Week 21</p> <p>Cereals: Wheat</p> <p>Practical: Pasta Making</p>	<ul style="list-style-type: none"> To understand how wheat is turned into flour. To identify what Durum Wheat is. To understand and demonstrate how to make fresh pasta. 	<ul style="list-style-type: none"> Make the link to the Eatwell Guide. Review the term 'primary processing'. Students should watch the video on how wheat is turned into flour. Ask students to identify what a staple food is. Introduce students to 'durum wheat' and the uses of this. Ask students to identify the different types of pasta. Discuss how pasta can be coloured. Watch the video on how pasta is made in industry. Compare fresh and dried pasta. Discuss the term 'al dente'. Practical: Pasta. Students will work in groups to make their own pasta. They can use a range of ingredients to colour it with. Students will sensory test their pasta. Students should photograph their work. 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<p>1, 2, 3, 5 & 7</p>	<p>Videos Visual Aids Worksheets Students to Demonstrate Quality of written responses</p>	<p>Questioning Teacher Observation Self-Assessment GCSE Marking Criteria: Making / Evaluating</p>	<p>English Science Maths SMSC: Social & Moral</p>
<p>Week 22</p> <p>Cereals: Wheat</p> <p>Investigation: Gluten Experiment</p>	<ul style="list-style-type: none"> To identify the importance of gluten in food production. To carry out a gluten experiment to identify the role of the protein gluten within food production. 	<ul style="list-style-type: none"> Make the link to the Eatwell Guide. Review what pasta is made from and the wide range of types available. Introduce what gluten is, discuss as a class. Students should watch the video on gluten. Read through the 'Science of Bread Making' sheet. This supports what was shown in the video. Introduce the gluten investigation. Put students into groups and hand out the necessary sheets. Students need to record their results as they go along as well as take photographic evidence. Students are going to investigate what flour contains the most / least amount of gluten. 	<p>Literacy: Key Words, Reading and Following Instructions, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p> <p>Laminated Results Sheet Pen Timer IPad Camera Student Folders</p>	<p>1, 2, 3, 5 & 7</p>	<p>Visual Demonstration Differentiation by Outcome GCSE Marking Criteria: NEA Investigation Choices made by ability</p>	<p>Questioning Teacher Observation and Assessment. Self-Assessment GCSE Marking Criteria: NEA Investigation</p>	<p>English Science Maths SMSC: Spiritual, Social & Moral</p>

		<ul style="list-style-type: none"> • While the gluten balls are baking in the oven, discuss coeliac's disease. • Look at what it is, the symptoms, how to address this issue. • Students should complete the exam questions. 							
<p>Week 23</p> <p>Demonstration and Practical: Hot Cross Buns</p>	<ul style="list-style-type: none"> • To prepare and cook a seasonal Easter product. • To demonstrate the skills of kneading, proving, shaping and piping. • To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> • Students to watch the demonstration: Discuss key points. • Students to demonstrate food preparation skills when making Hot Cross Buns e.g. Weighing and Measuring, Making a Dough, Kneading, Proving, Shaping, Glazing, Baking, Making a Piping a Cross. • Student / Teacher assessment. • Students to record their achievement in their folders. 	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p> <p>Homework: To bring ingredients to make a hot cross buns. Students should also bring a suitable container to take their product home in.</p>	<ul style="list-style-type: none"> • Skill 1 • Skill 2 • Skill 3 • Skill 4 • Skill 5 • Skill 8 • Skill 9 • Skill 10 	<p>Visual Demonstration / Practical Work</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria</p>	<p>English Science Maths P.E. Child Care SMSC: Social, Moral & Cultural</p>
<p>Week 24</p> <p>Demonstration and Practical: Hot Cross Buns</p>	<ul style="list-style-type: none"> • To prepare and cook a seasonal Easter product. • To demonstrate the skills of kneading, proving, shaping and piping. • To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> • Students to watch the demonstration: Discuss key points. • Students to demonstrate food preparation skills when making Hot Cross Buns e.g. Weighing and Measuring, Making a Dough, Kneading, Proving, Shaping, Glazing, Baking, Making a Piping a Cross. • Student / Teacher assessment. • Students to record their achievement in their folders. 	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<ul style="list-style-type: none"> • Skill 1 • Skill 2 • Skill 3 • Skill 4 • Skill 5 • Skill 10 • Skill 11 	<p>Practical Work</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria</p>	<p>English Science Maths SMSC: Social, Moral & Cultural</p>

Additional: Exam techniques

NEA MOCK Assessment									
<p>1</p> <p>NEA MOCK Task</p> <p>Italian Culture</p> <p>Section A: Researching the task</p> <p>1 – 2 lessons</p>	<ul style="list-style-type: none"> To understand the requirements of the NEA task To complete three pieces of chosen research which are suitable to the NEA task To analyse your findings and identify how the information can be used. 	<ul style="list-style-type: none"> Introduce the NEA task. Highlight the marking criteria. Show exemplar work. Discuss the criteria for Section A. Students to complete task analysis and three pieces of research. Students to analyse their research accordingly. 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses		PowerPoint Ingredients Equipment Student Folders Assessment Criteria	N/A	Differentiation by Outcome GCSE Marking Criteria: NEA Assessment Choices made by ability Structured templates	Questioning Teacher Observation GCSE Marking Criteria: NEA Assessment Independent marking booklets	English Science Maths SMSC: Spiritual, Social, Moral and Cultural
Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Term 5									
<p>2</p> <p>NEA MOCK Task</p> <p>Italian Culture</p> <p>Section B: Demonstrating technical skills</p> <p>5 lessons</p>	<ul style="list-style-type: none"> To identify a range of dishes that meet the NEA criteria. To showcase a range of skills by making 3 – 4 chosen dishes that meet the NEA criteria To evaluate your dishes accordingly. 	<ul style="list-style-type: none"> Show exemplar work. Discuss the criteria for Section B Students to create a mind map of ideas they could make and identify the techniques/ skills that will be demonstrated. Students to select 3 – 4 dishes to make as a trail. This must showcase a range of skills. Students to demonstrate food preparation skills when making their chosen dishes. Student / Teacher assessment. Students to record their achievement in their folders and complete an evaluation Students to take images using their iPad. 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Ingredients Equipment Student Folders Student time plans Assessment criteria Laminated name tags Ipad Camera Student Folders	1 – 12 Depending on independent choices	Differentiation by Outcome GCSE Marking Criteria: NEA Assessment Choices made by ability Selection of technical skills	Questioning Teacher Observation GCSE Marking Criteria: NEA Assessment Independent marking booklets	English Science Maths SMSC: Spiritual, Social, Moral and Cultural
Exam Revision	To revise for the end of year exam.	Carry out a range of activities which revise exam content; card	Literacy: Key Words, Reading		Worksheets PowerPoint	N/A	Visual Aids / PowerPoint	Questioning	English Science

	To recap on key areas of the unit.	sorts, jenga, true and false question, revision cards. Students to complete a revision clock.	Out Loud, Questioning, Written Responses		Link to Video Folders Admin Materials Homework: Revise for the exam.		Worksheets Quality of written responses	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses Teacher Observation	P.E. Child Care SMSC: Social Development
Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	Implementaion (Literacy)	Implementaion (Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Term 6									
3 NEA MOCK Task Section C: Planning the final menu 1 – 2 lessons	<ul style="list-style-type: none"> To select 3 dishes that showcase a range of skills To create a logical time plan which shows evidence of making the three dishes in the allocated time. To identify all the important safety checks when making the three dishes. 	<ul style="list-style-type: none"> Show exemplar work. Discuss the criteria for Section C. Students identify 3 dishes to take forward to showcase a range of skills. Using recipes students are to dove tail the three recipes chosen and create a time plan which highlights how the dishes can be made in the allocated time. Students must include timings and safety checks. 	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses		PowerPoint Ingredients Equipment Student Folders Assessment Criteria	N/A	Differentiation by Outcome GCSE Marking Criteria: NEA Assessment Choices made by ability Structured templates Selection of technical skills	Questioning Teacher Observation GCSE Marking Criteria: NEA Assessment Independent marking booklets	English Science Maths SMSC: Spiritual, Social, Moral and Cultural
4 NEA MOCK Task Section D: Making the final dishes (Coursework Day)	<ul style="list-style-type: none"> To create 3 chosen dishes that meet the NEA requirements in 3 hours. 	<ul style="list-style-type: none"> Show exemplar work. Discuss the criteria for Section D Students to demonstrate food preparation skills when making their chosen dishes. Student / Teacher assessment. Students to record their achievement in their folders. Students to take images using their iPad 	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Ingredients Equipment Student Folders Student time plans Assessment criteria Laminated name tags IPad Camera Student Folders	1 – 12 Depending on independent choices	Visual Demonstration Differentiation by Outcome GCSE Marking Criteria: NEA Assessment Choices made by ability Selection of technical skills	Questioning Teacher Observation and Assessment. Self-Assessment Peer Assessment GCSE Marking Criteria: NEA Assessment Images	English Science Maths SMSC: Spiritual, Social, Moral and Cultural

<p>5</p> <p>NEA MOCK Task</p> <p>Section E: Analyse and evaluate</p> <p>2 – 3 lessons</p>	<ul style="list-style-type: none"> To evaluate the three dishes made; including sensory analysis, costing and nutritional breakdown. 	<ul style="list-style-type: none"> Show exemplar work. Discuss the criteria for Section E. Students to complete an evaluation for each dish made. Areas that must be included in the evaluation are; sensory analysis and taster feedback, nutritional analysis, improvements and modifications, costing of the dish along with identifying positive results. Students are to use the marking criteria to identify areas which they could develop or improve within their portfolio and make necessary corrections. 	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>		<p>PowerPoint Ingredients Equipment Student Folders Assessment Criteria</p>	<p>N/A</p>	<p>Differentiation by Outcome</p> <p>GCSE Marking Criteria: NEA Assessment</p> <p>Choices made by ability</p> <p>Structured templates</p>	<p>Questioning</p> <p>Teacher Observation</p> <p>GCSE Marking Criteria: NEA Assessment</p> <p>Independent marking booklets</p>	<p>English Science Maths</p> <p>SMSC: Spiritual, Social, Moral and Cultural</p>
<p>Year 11 Timetable Begins</p>									

Seasonal Practical: Christmas / Easter

Lesson	Aims and Objectives	Lesson Content / Activities	Resources	Skill Group	Cross Curricular	AFL	Differentiation	Food Quality Management System Regulation Links
<p>Demonstration and Practical: Mince Pies</p>	<ul style="list-style-type: none"> To make a batch of mince pies. To develop an understanding of 'standard components'. 	<ul style="list-style-type: none"> Students to watch the demonstration: Discuss key points. Students to demonstrate food preparation skills when making mince pies e.g. Weighing and Measuring, Rolling Pastry to an Even Thickness, Using Pastry Cutters, Filling Pastry, Adding a Topping, Baking, Testing for Readiness. Student / Teacher assessment. Students to record their achievement in their folders. 	<p>PowerPoint Ingredients Equipment Student Folders</p>	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 7 	<p>English Science Maths R.S. SMSC: Social, Moral & Cultural</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>3.010 3.016 3.017 3.024</p>
<p>Demonstration and Practical: Hot Cross Buns</p>	<ul style="list-style-type: none"> To prepare and cook a seasonal Easter product. To demonstrate the skills of kneading, 	<ul style="list-style-type: none"> Students to watch the demonstration: Discuss key points. Students to demonstrate food preparation skills when making Hot Cross Buns e.g. Weighing and 	<p>PowerPoint Ingredients Equipment Student Folders</p>	<ul style="list-style-type: none"> Skill 1 Skill 2 Skill 4 Skill 5 Skill 7 	<p>English Science Maths R.S.</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p>	<p>3.017 3.018 3.023 3.029</p>

	<p>proving, shaping and piping.</p> <ul style="list-style-type: none"> To demonstrate and apply the principles of food safety and hygiene when cooking. 	<p>Measuring, Making a Dough, Kneading, Proving, Shaping, Glazing, Baking, Making a Piping a Cross.</p> <ul style="list-style-type: none"> Student / Teacher assessment. Students to record their achievement in their folders. 		<ul style="list-style-type: none"> Skill 8 Skill 10 Skill 11 	SMSC: Social, Moral & Cultural	<p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	GCSE Marking Criteria	Choices made by ability
Demonstration and Practical: Easter Chocolate Nests	<ul style="list-style-type: none"> To prepare and make Easter chocolate nests. To demonstrate and apply the principles of food safety and hygiene when cooking. 	<ul style="list-style-type: none"> Students to watch the demonstration: Discuss key points. Students to demonstrate food preparation skills when making Easter chocolate nests e.g. Weighing and Measuring, Melting Chocolate in a Glass Bowl over Boiling Water, Combining Ingredients, Chilling to Set, Testing for Readiness. Student / Teacher assessment. Students to record their achievement in their folders. 	PowerPoint Ingredients Equipment Student Folders	<ul style="list-style-type: none"> Skill 1 Skill 4 Skill 7 Skill 12 	<p>English Science Maths R. S.</p> <p>SMSC: Social, Moral & Cultural</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>3.017</p> <p>3.019</p> <p>3.023</p>

Overview of Cross Curricular: SMSC (Spiritual, Moral, Social and Cultural Development) and British Values

<p>SPIRITUAL</p> <p>To include respect for and tolerance of different faiths and beliefs and those of no religion.</p>	<ul style="list-style-type: none"> Ensuring that students achieve their best in a creative and innovative way. How food contributes to various religious and spiritual events and celebrations. Students will learn and develop an understanding of individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish. Students will use recipes to develop cooking skills but these can be adapted to suit personal tastes, family dietary/religious needs. Students will be encouraged to be more creative showing their understanding of individuals with specific dietary needs through planning their recipes, demonstrating appropriate skills and evaluating their dishes according to the needs of the target group. Creating and encouraging a sense of pride and self-fulfilment in their work. Student practical work will be teacher/self and peer assessed. Examples of excellent work will be rewarded through house points. Investigating issues around nutrition and physical, intellectual and emotional wellbeing. Understanding the career opportunities available in the food and catering sector. Information on possible career parts on the VLE. Career opportunities are promoted at KS3 options evening and KS4/5 open evenings. The department aims to encourage a range of employers to visit the department to run active and engaging cooking and theory based workshops. Where appropriate students will also visit a range of establishments to engage with employers. Students have the opportunity to reflect on their practical experiences in lesson where they complete oral and written evaluations.
<p>MORAL</p> <p>To include respect for the basis on which the law is made and how civil law differs from religious laws and cultural practices.</p>	<ul style="list-style-type: none"> Key issues surrounding the sourcing, preparation and cooking of food. Students will consider 'Food Provenance' and 'Food Origins' to include where and how foods are grown, reared, or caught. Ensuring students know how their food is transported, an understanding of the term 'food miles', the impact of the carbon footprint of food which is transported compared. Students will consider the environmental and economic benefit of buying food locally. The effect of excess food packaging on the environment and whether all packaging of food is necessary. Students will be encouraged to reuse packaging when appropriate. The impact of food waste on the environment, to consider the effects in the local and global community. Students will consider the effects of food poverty and how this causes malnutrition. Students will assess why there has been a rise in food banks in the UK providing assistance to people facing hardship. Current and future 'Food Security' (when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life) to discuss and analyse how all people can have access to safe sufficient food for all. World hunger and how this is caused, linking world hunger to either malnutrition and under nutrition. Food safety, including the preparation and safe storage of food, an understanding of sound microbiological food safety principles when buying, storing, preparing and cooking food. Preparing students for the world of work.

	<ul style="list-style-type: none"> • How to use equipment safely; health and safety at work. • Moral dilemmas concerning consumption and production of food. • Understanding of Fairtrade and Organic products. • How food production affects the environment: Sustainability, vegetarianism, animal welfare, energy. • Students are encouraged not to waste food ingredients. With increasing costs of food ingredients students are provided with accessible recipe lists, which enable all students to access ingredients. • Students are encouraged to use all the ingredients they bring into school to make nutritious meals for their families. • Students are not to lend or give away ingredients to other students as these are provided by their families. Students are expected and encouraged to bring these ingredients home again to use. • Students will be encouraged to use food ingredients, which may appear to be 'older' but are still useable in sauces, soups, in order to reduce food waste in the home. • Students will consider how to make several meals from one ingredient. For example deboning a chicken students will make several meals and will consider how the carcass can be further used. • Energy conservation is promoted for example by using saucepan lids to preserve heat, to turn off equipment after use. • Recycling of plastics, tins and cardboard is promoted.
<p>SOCIAL</p> <p>To include promoting mutual respect and support for precious individual liberties such as free speech.</p>	<ul style="list-style-type: none"> • All students work in the food practical room as a team. Students share the responsibility of organising themselves, sharing equipment and cleaning the room together. This is organised within the unit area of the classroom and is documented in seating plans. • Students within each team clean and organise their work area to the agreed classroom rules. Students leave the classroom as a group once their working area is correct. • Students consider the wider social responsibility of food industry: Packaging, waste, marketing to children. Direct examples are listed above in 'Moral'. • Students present both theory and practical work to their best ability. Students are encouraged to present their work to the highest standard. Peer and teacher feedback is conducted. • Students respect the work of others and provide effective feedback to other students to enable learning and progression. Students are enabled to undertake this feedback in a respectful manner. • The importance of social skills and communication skills in the catering industry; customer service. • Students are encouraged to behave in a manner, which reflects working life in the catering and food industry. Team working, effective communication, respect for each other and the food room is highly valued by teaching staff and upheld by students.
<p>CULTURAL</p> <p>To include respect for democracy and support for participation in the democratic process.</p>	<ul style="list-style-type: none"> • Use of multi-cultural ingredients; discovering the cuisines of different nationalities and cultures. • Exploring different methods of food production around the world (e.g. breads from different parts of the world). • Different attitudes, values and traditions surrounding food. • Understanding different dietary laws and traditions especially in the service industry. • Learners should have a theoretical and practical working knowledge and understanding of the development of culinary traditions in British and international cuisine. • All students will have the opportunity to explore and gain knowledge of foods and recipes from at least two international countries. To include the distinctive features, characteristics and eating patterns of different cuisines. • Celebrating the cuisine of the British Isles. • Celebrating British cultural events through food. • Multicultural week: Independent weeks separate to the scheme of work are put in place to support this area

Appendix 1: Food Preparation Skills

Twelve skill groups need to be taught; students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.

<p>1. General Practical Skills</p> <ul style="list-style-type: none"> • Weigh and Measure • Prepare ingredients and equipment • Select and adjust cooking times • Test for readiness • Judge and modify sensory properties 	<p>2. Knife Skills</p> <ul style="list-style-type: none"> • Fruit and Vegetables (bridge hold, claw grip, peel, slice, dice and cut into even size pieces i.e. batons, julienne) • Meat (fillet a chicken breast, portion a chicken, remove fat and rind) • Fish (fillet fish, slice evenly and accurately) • Alternatives (such as tofu and halloumi cheese) 	<p>3. Food Preparation Skills</p> <ul style="list-style-type: none"> • Preparing fruit and vegetables (Mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning, spoilage and preventing food poisoning) 	<p>4. Use of the Cooker</p> <ul style="list-style-type: none"> • Using the grill • Using the oven (baking, roasting, casseroles and/or tagines, braising) 	<p>5. Use of Equipment</p> <ul style="list-style-type: none"> • Blender • Food Processor • Mixer • Pasta Machine • Microwave • Oven 	<p>6. Cooking Methods</p> <ul style="list-style-type: none"> • Water based methods using the hob (steaming, boiling, simmering, blanching, poaching) • Dry heat and fat based methods using the hob (dry frying, shallow frying, stir frying)
<p>7. Prepare, Combine, Shape</p> <ul style="list-style-type: none"> • Prepare, combine and shape (roll, wrap, skewer, mix, coat, layer meat, fish and alternatives. Shape and bind wet mixtures whilst demonstrating the technical skill of preventing cross 	<p>8. Sauce Making</p> <ul style="list-style-type: none"> • Starch based (gelatinisation, roux, all in one, blended, infused velouté or béchamel. How starch / liquid ratios affect viscosity) • Reduction (how evaporation concentrates flavour and 	<p>9. Tenderise and Marinate</p> <ul style="list-style-type: none"> • Tenderise and marinate (how acids denature protein. Marinated add flavour and moisture when preparing vegetables, meat, fish and alternatives) 	<p>10. Dough</p> <ul style="list-style-type: none"> • Making a dough (bread, pastry, pasta): Use technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta. • Shaping and finishing: Roll out pastry, use a pasta machine, line a flan ring, create layers 	<p>11. Raising Agents</p> <ul style="list-style-type: none"> • Eggs as a Raising Agent: Create a gas-in-liquid foam, whisking egg whites, whisked sponge. • Chemical Raising Agents: The use of self-raising flour, baking powder, bicarbonate of soda. 	<p>12. Setting Mixtures</p> <ul style="list-style-type: none"> • Removal of Heat: Gelation: use a starch to set a mixture on chilling for layered desserts such as custard. • Use Protein: Set a mixture on heating such as denatured and/or coagulated protein in eggs.

contamination and handling high-risk foods correctly.	<p>changes the viscosity of the sauce)</p> <ul style="list-style-type: none"> Emulsion (make an emulsion sauce and understand how to stabilise an emulsion) 		(palmiers) proving and resting, glazing and finishing, such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza and calzone.	<ul style="list-style-type: none"> Steam as a Raising Agent: Use of steam in a mixture (choux pastry, batter). Biological Raising Agent: Use of yeast in bread making. 	
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Appendix 2: Overview of Cross Curricular: SMSC (Spiritual, Moral, Social and Cultural Development)

Spiritual

- Understanding human feelings and emotions
 - Students have the opportunity to reflect on their practical experiences in lesson where they complete oral and written evaluations.
- Using imagination and creativity in learning
 - Students have the ability to use their imagination and show creativity when designing and making their food products

Moral

- Investigating moral values and ethical issues
 - Food Choices
 - Seasonality
 - Food Miles
 - Vegetarians

Social

- Developing personal qualities and using social skills
 - Students work as part of a team when completing all practical elements of the course
 - Students are encouraged to discuss ideas with others and receive feedback
- Participating, cooperating and resolving conflict
 - Responding to situations within the classroom when working as a team

Cultural

- Exploring, understanding and respecting diversity
 - Multicultural week: Independent weeks separate to the scheme of work are put in place to support this area
 - Discussion of wide varieties of ingredients
 - Students share ideas