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**Knowledge Rich Curriculum Plan**

Food Preparation and Nutrition

Year 10



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| --- | --- | --- | --- | --- |
| 1. Theory: Bread, Cereals, Flour and Oats | * T- Students will know that processed is when a raw material is changed to make it more suitable for making other food products, or to make it more edible. * T- Students will know that fortification is when nutrients are replaced in a food as they have been removed or lost during the processing stage. | T- Gluten- A mixture of two proteins present in cereal grains, especially wheat, which is responsible for the elastic texture of dough.  T- Proving- (Of bread dough) become aerated by the action of yeast; rise.  T- Dietary Fibre (NSP)- Dietary fibre is a term that is used for plant-based carbohydrates that, unlike other carbohydrates (such as sugars and starch), are not digested in the small intestine and so reaches the large intestine or colon.  T- Contamination- The action or state of making or being made impure by polluting or poisoning. | * T- Students need to already know that bread is a popular staple food eaten on a daily basis. It is used to make many light meals such as lunchtime sandwiches. * Students need to know bread supplies them with carbohydrates. | Discuss the food sources, storage conditions and nutritional value of bread, cereals, flour and oats. |
| 1. **Skills Focus**:   Victoria Sponge | * **SF**- Students will know how to demonstrate an understanding of coagulation (cooking) and denaturation (beating). * **SF-**  Students will know that the creaming method of cake making is used to make the Victoria Sponge * **SF-**  Students will know how to finish and decorate their Victoria Sponge. | Mixture- A substance that consists of other substances which have been stirred or shaken together.  Creaming- The process of beating fat and sugar together, which traps tiny air bubbles into the mixture.  Combining- The process or an act of combining two or more things.  Raising Agent- In baking, a substance added to dough to make it rise  Equal Size- The same in size, number, standard, or value. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures. | **Skills Focus**: Name the four cake making methods.  [4 marks] |
| 1. Theory: Rice, Potatoes and Pasta;   **Skills Focus** Doughnut muffins | * T- Students will know that a staple food is eaten frequently. It makes a valuable energy contribution to the daily diet. * **SF-** To demonstrate the ability to be able to use the All-In-One method of cake making. | T- Dietary Fibre (NSP)- Dietary fibre is a term that is used for plant-based carbohydrates that, unlike other carbohydrates (such as sugars and starch), are not digested in the small intestine and so reaches the large intestine or colon.  Gluten - A mixture of two proteins present in cereal grains, especially wheat, which is responsible for the elastic texture of dough. | * T: Students need to already know that a potato has a skin on the outside, a fleshy section under the skin and a watery core in the centre called the pith. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures. | Theory:  Discuss the food sources, storage conditions and nutritional value of rice, potatoes and pasta.  **Skills Focus**: State one function for each of the ingredients used in making muffins.  1.Sugar  2.Margarine  3.Flour  4.Eggs |
| 1. Theory: Fruit and Vegetables;   **Skills Focus** Chocolate Brownie Cake | * T- Students will know that many fruits and vegetables are imported from other countries because the Uk does not grow them. They are imported in order to meet the demands made by shop customers who want to buy them all year round. * T- Fruits and vegetables in season will be at their best in terms of flavour, ripeness and sweetness. This can mean a higher nutritional value. * **SF-**  Students will know how to use mechanical aeration when making cakes. | Seasonal- Relating to or characteristic of a particular season of the year.  Combined- Join or merge to form a single unit or substance.  Binding- Stick together or cause to stick together in a single mass. | * T: Students need to already know that vegetables are grown above and below the ground depending on the type. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures. | Theory  Discuss the food sources, nutritional value and storage conditions of fruit and vegetables.  **Skills Focus**:  Name the method of cake making used to make the following cakes: [3 marks]  1.Gingerbread-  2.Rock Buns-  3.Swiss Roll- |
| 1. Theory: Milk, Cheese and Yoghurt;   **Skills Focus**- Scones | * T- Students will know that primary processing is the initial process that the food product goes through for us to able to use it. * **SF-**  Students will demonstrate the ability to use the rubbing in method when making scones. | T- Homogenised- when milk is processed so that the fatty portion of the milk is fused with the rest of the milk content, meaning that the cream does not separate.  T- Pasteurised- Subject (milk, wine, or other products) to a process of partial sterilization, especially one involving heat treatment or irradiation, thus making the product safe for consumption and improving its keeping quality.  T- Ultra-Heat Treated- UHT- Used to refer to milk that has been heated to a very high temperature so that it will last for a long time if it is kept in a container that has not been opened. | * T: Students need to already know that milk comes from a variety of animals; in Britain we drink mainly cow’s milk. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures. | Discuss the food sources and nutritional value of milk, yoghurt and cheese.  **Skills Focus**:  State four ingredients that can be used to flavour scones.  [4 Marks) |
| 1. Theory: Soya, Tofu, Beans, Nuts and Seeds   **Skills Focus** Seasonal cookery | * T- Students will know a pulse vegetable is an edible seed that grows in a pod. * T- Students will know anaphylaxis is where a person has a severe allergic reaction to nuts. * **SF-**  Students will know how to use a range of seasonal produce, demonstrating a range of skills. | Protein alternative – Foods that supply the nutrient protein that do not come from animal products  T- Microorganisms- A microscopic organism, especially a bacterium, virus, or fungus. | * T: Students need to already know that there are four main meat sources: animals, poultry, game and offal. * T- Students need to already know there are three main classifications of fish: white, flat and oily. * T- Students need to already know that eggs are regarded as one of the most versatile and useful foods. They can be used to make meals suitable for breakfast or a light snack/lunch, e.g. scrambled eggs or an egg omelette. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up- using the departmental washing up procedures. | Theory:  Discuss the food sources and nutritional value of soya, nuts and seeds.  **Skills Focus**:  Describe the rubbing in method.  Give examples of recipes that use this method. [4 marks] |
| 1. Theory: Butter, Oils, Margarine, Sugar and Syrup   Assessment Lesson. | * T- Students will know anaphylaxis is where a person has a severe allergic reaction to nuts. * T- Students will know about the different uses of butter, oils, margarine, sugar and syrup. * Students will know how to appropriately complete an exam front cover sheet. * Students will know how the Food Department assess their work. * Students will know how to correctly answer the examination questions using key command words. | T- Curdling- Separate or cause to separate into curds or lumps.  T- Bland- (of food or drink) unseasoned, mild-tasting, or insipid.  T- Rancid- (of foods containing fat or oil) smelling or tasting unpleasant as a result of being old and stale.  T- Aerate- Introduce air into (a material).  T- Baste- Pour fat or juices over (meat) during cooking in order to keep it moist.  T- Microorganisms- A microscopic organism, especially a bacterium, virus, or fungus. | * Students will need to already know that fortification is when nutrients are replaced in a food as they have been removed or lost during the processing stage. * Students will need to already know that a staple food is eaten frequently. It makes a valuable energy contribution to the daily diet. * Students will know that dairy milk comes from cows. * Students will know the nutrients dairy products supply. | Discuss the food sources and function of butter, oil, margarine, sugar and syrup. Students will complete an end of unit assessment made up of exam style questions based on the unit’s content. |
| 1. Assessment peer marking   Assessment Lesson, marking and reteach. | * Students will draw on the unit of works knowledge in application to exam style questions. * Students will know how to approach exam style questions. * Students will know how to correctly answer the examination questions using key command words. * Any hinge points identified from the exam will be addressed in a reteach. | Microorganisms- A microscopic organism, especially a bacterium, virus, or fungus.  Protein alternative – Foods that supply the nutrient protein that do not come from animal products  Coagulation- When proteins set  Denaturation- When proteins changes shape | * Students will know of a range of commodities, their food sources, nutritional properties and storage conditions. | Students will complete an end of unit assessment made up of exam style questions based on the unit’s content. |
| 1. Theory: Principles of Nutrition   **Skills Focus** Naan bread | * Students will learn about macronutrients and micronutrients * Students will learn about basal metabolic rate * Students will learn about total daily energy expenditure * Students will learn about physical activity level * **SF-**  To investigate the use of raising agents in bread making. | Macronutrients – the nutrients needed in larger amounts, protein, carbohydrates and fat  Micronutrients – the nutrient needed in smaller amounts, vitamins and minerals  Basal metabolic rate - the number of calories you burn as your body performs basic (basal) life-sustaining function  Total daily energy expenditure – your basal metabolic rate and activity level | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**:  State three ways in which the chef can increase the fibre (NSP) content of bread. |
| 1. Theory: Protein   **Skills Focus** Chicken Curry | * Students will know that protein is required by the body for growth * Students will know that proteins are built up of units of amino acids. * **SF-**  To demonstrate competence in cooking a curry dish using minimal pieces of equipment. | Amino acids - Simpler units of protein, made up of long chains.  High Biological Value (HBV) - Protein foods containing all the essential amino acids.  Low Biological Value (LBV) - Protein foods lacking in one or more the essential amino acids.  Kwashiorkor - A form of malnutrition linked to protein deficiency. | * Students need to already know that examples of protein include meat fish, poultry, soya, needs and seeds * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  What are the functions of protein in the diet.  What are the chains that proteins are made up from.  Give an example of protein complementation  **Skills Focus**:  Name Three different birds that are classed as poultry? (3 marks) |
| 1. Theory: Fat   **Skills Focus**  Salt and pepper Chicken | * Students will know that fats can be classified as either saturated or unsaturated. * Students will know that saturated fats are considered to be more harmful to health because they raise levels of cholesterol * **SF-**  To demonstrate the ability to handle raw meat safely. | Saturated Fats - All of the carbon atoms in the fatty acid molecules are linked by single bonds. This type of fat is mostly from animal sources and can be linked to bad health.  Unsaturated Fats - Fats that contain a high ratio of fatty acid molecules with at least one double bond. Unsaturated fats are considered to be healthier than saturated fats. Examples of foods containing unsaturated fats are rapeseed oil and olive oil.  Cholesterol - A fatty substance known as a lipid which is found in blood and in food. | * T: Students need to already know that fat can be solid or liquid. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  What are the functions of fat in the diet.  What are the two main sources of fat in the diet (saturated and Unsaturated).  What is the consequence of consuming too much fat.  **Skills Focus:**  State 2 reasons for marinating meat prior to grilling. [2 marks)  State three safety rules to follow when grilling food. [3 marks] |
| 1. Theory: Carbohydrates;   **Skills Focus**  Stir-fry | * Students will know that carbohydrate provides the body with energy * Students will know that most of our energy should come from starchy foods * **SF-**  : To demonstrate the ability to use the hob safely. | Monosaccharides - A simple carbohydrate (mono means one; saccharide means sugar)  Disaccharides - A carbohydrate made from two sugar molecules ('di' means two)  Non-Starch Polysaccharide - More commonly known as dietary fibre (insoluble fibre and soluble fibre), NSP is a form of complex carbohydrate that is not digested in the small intestine. NSP is found in foods such as wholegrain cereals, fruits and vegetables and is important for maintaining the health of the colon.  Constipation - A condition in which there is difficulty in emptying the bowels, usually associated with hardened faeces. | * T- Students need to already know that example of carbohydrates includes potatoes, rice and potatoes. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  What is the function of fat in the diet  What happens if too much carbohydrate is eaten  What does NSP stand for and why is it needed in the diet.  **Skills Focus:**  What is the purpose of marinating meat  [3 marks] |
| 1. Theory: Vitamins.   Theory: Water and fibre | * Students will know the function and food source of vitamins as well as effects of too much too little. * Students will know water and fibre are required by the body, their function and food sources. | Fortified - Adding vitamins and minerals to foods.  Rickets - a disease caused by lack of calcium and vitamin D. The bones become soft and weak, leading to bone deformities.  Osteomalacia - A softening of the bones, through deficiency from calcium of vitamin D.  Antioxidant - A molecule that is able to stop the oxidation process in other molecules and therefore can be useful in stopping foods from deteriorating. Antioxidants can prevent or slow down damage to our body which otherwise can lead to diseases such as heart disease and cancers. Antioxidants also improve our immune system. | * T- Students need to already know that the two classifications of vitamins are fat soluble and water soluble. * Students need to know the function and food sources for fibre | What are the fat soluble vitamins  Give three good sources of Vitamin C  Which vitamin is connected with the healthy development of the spine in unborn babies.  What are the food sources of fibre and the function? What is the food source and function of water? |
| 1. Theory: Minerals   **Skills Focus** Pastry trees. | * Students will know that minerals have essential functions in the body, the food sources and effects of too much and too little. * **SF**- To consolidate my knowledge and understanding of yeast and the conditions needed to grow. | Haemoglobin - The part of the blood that contains iron, carries oxygen through the body, and gives blood its red colour.  Anaemia - A condition where the body lacks enough healthy red blood cells or haemoglobin.  Thyroid - A large ductless gland in the neck which secretes hormones regulating growth and development through the rate of metabolism.  Dehydration - When water is lost or removed. For the body losing too much water can be very dangerous to health and ultimately fatal.  Lactating - (Of a female mammal) secrete milk. | * Students need to already know that minerals are micronutrients. They are required in small amounts. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Why do teenage girls need an increased supply of iron?  What is peak bone mass?  Which hormones in the body are affected by a lack of iodine?  Name two good sources of calcium in the diet.  **Skills Focus**:  State 3 conditions yeast needs to be able to work.  [ 3 Marks] |
| 1. Theory: Assessment   Theory: Reteach, misconceptions, gaps. | * Students will draw on the unit of works knowledge in application to exam style questions. * Students will know how to approach exam style questions. * Students will know how to correctly answer the examination questions using key command words. * Any hinge points identified from the exam will be addressed in a reteach * Identified topics from the assessment are revisit and covered and misconceptions addressed. | Macronutrients – the nutrients needed in larger amounts, protein, carbohydrates and fat  Micronutrients – the nutrient needed in smaller amounts, vitamins and minerals  Amino acids - Simpler units of protein, made up of long chains. | * Students need to already know that protein is required by the body for growth * Students need to already know that proteins are built up of units of amino acids. * Students need to already know that fats can be classified as either saturated or unsaturated. * Students need to already know that saturated fats are considered to be more harmful to health because they raise levels of cholesterol * Students need to already know that carbohydrate provides the body with energy | Theory;  Students will complete an end of unit assessment made up of exam style questions based on the unit’s content. |
| 1. Theory: Life-stages, special dietary needs and ethical diets   **Skills Focus**  Fruit Flan | * Pupils will know a range of life-stages: toddlers, teenagers, early, middle and late adulthood * Individuals with specific dietary needs or nutritional deficiencies to include coeliac disease * 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 * **SF-**  To demonstrate the ability to produce and use Pâte Sucrée. | Lactose intolerance - symptoms, such as tummy pain, after eating food containing lactose, a sugar found in dairy products.  Coeliac disease - a condition where your immune system attacks your own tissues when you eat gluten.  Ethical diets - Ethical eating or food ethics refers to the moral consequences of food choices, both those made by humans and animals | * Students need to already know that most of our energy should come from starchy foods * Students need to already know that vitamins are macronutrients, required to do essential jobs in the body. * Students need to know the allergies and intolerance * Students need to know the life-stages * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Outline special dietary needs for one of the life stages,  Compare and contrast the dietary needs of two life stages.  Explain what is meant by ‘ethical diets’  **Skills Focus**  Name the three different component parts of the Fruit Flan. [3 marks] |
| 1. Theory: Complementary nutrients, BMR & PAL   **Skills Focus**  Rough Puff Pastry- sausage rolls | * How nutrients work together in the body, e.g. complementary actions * Basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements. * **SF-**  To demonstrate an understanding of the ‘lamination’ process in pastry making. | Basal metabolic rate - the number of calories you burn as your body performs basic (basal) life-sustaining function  Total daily energy expenditure – your basal metabolic rate and activity level | * Students need to know that calories provide us with energy * Students need to know that food provides us with calories. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Explain how you calculate BMR. Explain what is meant by complementary nutrients. Explain how Vitamin D and Calcium work together.  **Skills Focus:**  Outline the function of egg when making sausage rolls.  [2 marks] |
| 1. Theory: Common dietary issues   Theory: Plan balanced diets & calculate energy needs and nutritional values of recipes | * Learners must have a sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease. * Learners should be able to use their knowledge of nutrition and current nutritional guidelines to recommend guidelines for a healthy diet * Identify how nutritional needs change due to age, life style choices and state of health * Plan a balanced diet for different age groups | Cardiovascular disease - a general term for conditions affecting the heart or blood vessels.  Obesity - defined as abnormal or excessive fat accumulation that presents a risk to health.  Type 2 diabetes - It is high blood sugar levels due to your body not making enough of a hormone called insulin. | * Students need to know overweight and obesity * Students need to know about calorie deficit and surplus * Pupils need to know about poor nutrient quality foods. | Explain how the overconsumption of nutrients can lead to obesity. Discuss the adverse health risks of being overweight or obese. What are the health risks of a diet too high in saturated fat or sugar? |
| 1. **Skills Focus:**   Chocolate Eclairs | * **SF-**  To understand how steam can be used as a form of raising agent. | Steam- The vapour into which water is converted when heated, forming a white mist of minute water droplets in the air.  Raising Agent- In baking, a substance added to dough to make it rise  Eclairs- A long, thin individual cake of choux pastry filled with cream and topped with chocolate icing.  Combining- The process or an act of combining two or more things.  Mixture- A substance that consists of other substances which have been stirred or shaken together. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**  Put the statements in the making of choux pastry in the correct order.  [5 marks] |
| 1. Theory: Assessment Week   Theory: Reteach, misconceptions, gaps. | * Students will know how to appropriately complete an exam front cover sheet. * Students will know how the Food Department assess their work. * Students will know how to correctly answer the examination questions using key command words. * Identified topics from the assessment are revisit and covered and misconceptions addressed. | Basal metabolic rate - the number of calories you burn as your body performs basic (basal) life-sustaining function  Total daily energy expenditure – your basal metabolic rate and activity level  Cardiovascular disease - a general term for conditions affecting the heart or blood vessels.  Obesity - defined as abnormal or excessive fat accumulation that presents a risk to health.  Type 2 diabetes - It is high blood sugar levels due to your body not making enough of a hormone called insulin. | * Students need to know the five main nutrients, the food sources and effects of having too much or too little of those nutrients * Students need to know about calories and energy * Students need to know about BMR, PAL and TDEE | Students will complete an end of unit assessment made up of exam style questions based on the unit’s content. |
| 1. Theory: Why is food cooked, heat transfer, cooking methods   **Skills Focus** Cheesy potato bake/layered potato bake | * Why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination * How heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than one method of heat transference * **SF-**  To demonstrate the ability to make a carbohydrate-based accompaniment to a main meal. | Conduction - is the process of heat being transferred between objects through direct contact  Convection - process by which heat is transferred by movement of a heated fluid such as air or water.  Radiation - Grills in cookers and toasters use radiation to cook food. They emit waves of radiation, when these waves reach the food they are absorbed and heat up the food | * Students will need to know about different methods of cooking for example frying, boiling, baking, microwave. * Students will need to know about the sensory properties of food, taste, texture, aroma, appearance. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Explain how heat is transferred through conduction, convection and radiation.  **Skills Focus**  Discuss the nutritional benefits of including potatoes in the diet. [4 Marks] |
| 1. Theory: Carbohydrates: gelatinisation / Dextrinisation. Fruit & Veg: enzymic browning / oxidisation   **Skills Focus**  Garlic bread-  Own Garlic Butter | * The working characteristics, functional and chemical properties of ingredients to achieve a particular result: carbohydrates – gelatinisation, dextrinization. * Fruit/vegetables – enzymic browning, oxidisation * **SF-**  To be able to explain the process of making butter/ garlic butter. | Monosaccharides - A simple carbohydrate (mono means one; saccharide means sugar)  Disaccharides - A carbohydrate made from two sugar molecules ('di' means two)  Non-Starch Polysaccharide - More commonly known as dietary fibre (insoluble fibre and soluble fibre), NSP is a form of complex carbohydrate that is not digested in the small intestine. NSP is found in foods such as wholegrain cereals, fruits and vegetables and is important for maintaining the health of the colon. | * Students will know about the nutrient carbohydrates and the food sources. * Pupils will know a range of fruit and vegetables and the nutrients they supply * Pupils will know about a range of cooking methods * Students will know about different sauces such as a roux. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Explain enzymic browning in fruit  Discuss of the process of gelatinisation in making a roux sauce.  **Skills Focus**  Bread is a staple food in the diet of many families.  Explain how to achieve a quality finished product when making a batch of bread rolls |
| 1. Theory: Gelatinisation / Dextrinization. Fats: shortening / aeration   **Skills Focus**  Pasta Bake | * The working characteristics, functional and chemical properties of ingredients to achieve a particular result fats/oils – shortening, aeration, plasticity and emulsification * Protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid) * **SF-**  : To understand how to make a Béchamel sauce. | Gelatinisation - A process that breaks down the bonds of starch molecules in the presence of water and heat, allowing the starch to thicken the mixture.  Dextrinisation - The reaction of dry heat on the surface of food which changes starch to dextrin, e.g. toast | * Students will know about different fats in food preparation * Students will know the function of fats in different recipes * Students will know about raising agents, for example mechanical. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Explain how aeration works in cake making. Explain the role of fat in aeration.  **Skills Focus**  Cheese is widely used in the catering industry.  Discuss how cheese can be used in a variety of dishes. |
| 1. Theory: Assessment   **Skills Focus**  Risotto | * Students will draw on the unit of works knowledge in application to exam style questions. * Students will know how to approach exam style questions. * Students will know how to correctly answer the examination questions using key command words. * Any hinge points identified from the exam will be addressed in a reteach * **SF-**  To understand the function of starch in rice-based dishes. | Dietary Fibre (NSP) - Dietary fibre is a term that is used for plant-based carbohydrates that, unlike other carbohydrates (such as sugars and starch), are not digested in the small intestine and so reaches the large intestine or colon. | * Students will know about gelatinisation, aeration, Dextrinisation. * Students will know why we cook food and methods of heat transfer. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Students will complete an end of unit assessment made up of exam style questions based on the unit’s content.  **Skills Focus**  Identify three staple foods from:  pasta, rice, cheese, bread, carrots, potatoes  [3 marks] |
| 1. Theory: Reteach, misconceptions, gaps.   **Skills Focus** Seasonal cookery | * Identified topics from the assessment are revisit and covered and misconceptions addressed. * **SF-**  Students will know how to use a range of seasonal produce, demonstrating a range of skills. | Seasonal - Relating to or characteristic of a particular season of the year. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Students will complete an end of unit assessment made up of exam style questions content.  **Skills Focus**  Discuss how the Coffee Shop can ensure a high-quality product when making and decorating a range of gâteau.  [6 marks] |
| 1. Theory: Food spoilage: food storage & food labelling   Theory: Food spoilage: growth conditions and signs of spoilage | * How to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods * The importance of date-marks, labelling of food products to identify storage and preparation * The growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production | Bacteria - A type of very small organism that lives in air, earth, water, plants, and animals, often one that causes disease:  Microorganisms - Usually single cell microscopic organisms such as bacteria, moulds and fungi.  Moulds - A fungus that grows in filaments creating a fuzzy appearance on food. It is a soft, green or grey growth that develops on old food. May give some cheeses their characteristic colours and flavours. | * Students will know pathogenic bacteria is the harmful bacteria * Students will know the conditions for bacteria to grow * Students will know the core temperature for cooking food, the refrigerator temperature and freezer temperatures. * Students will know at least one type of bacteria. | Explain the growth conditions for bacteria. Explain what is meant by the danger zone. What is meant by pathogenic bacteria. |
| 1. Theory: Food spoilage: cross contamination and preservation   Theory: Food spoilage: Food poisoning | * The signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria * The role of temperature, pH, moisture and time in the control of bacteria * The types of bacterial cross-contamination and their prevention | Bacteria - A type of very small organism that lives in air, earth, water, plants, and animals, often one that causes disease:  Microorganisms - Usually single cell microscopic organisms such as bacteria, moulds and fungi. | * Students will know what cross contamination is. * Students will know methods of preventing cross contamination such as colour coded equipment and storage techniques. * Pupils will know of bacteria associated with food poisoning. Boiling | Explain the signs of food spoilage.  What is the role of pH in the control of bacteria. Explain what is meant by cross-contamination. Provide methods f preventing cross contamination in a kitchen. |
| 1. **Skills Focus**   Chicken Disassembly  Chicken Goujons and Wedges | * **SF-**  To demonstrate the ability to joint a chicken for use in a range of dishes. * **SF-**  To learn how to handle raw meat safely. | Joint - A structure in the human or animal body at which two parts of the skeleton are fitted together.  Wings- (In a bird) a modified forelimb that bears large feathers and is used for flying.  Legs- Each of the limbs on which a person or animal walks and stands.  Rib-Cage-The bony frame formed by the ribs round the chest.  Carcass- The dead body of an animal.  Breast-Bone- A thin, flat bone running down the centre of the chest, to which the ribs are attached.  Contamination- The action or state of making or being made impure by polluting or poisoning. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**  State three ways of preventing cross-contamination.  [3 Marks]  Explain the food safety and hygiene procedures a carvery chef would follow when preparing food [ 3 marks] |
| 1. Theory: Assessment   **Skills Focus**  Chicken Biryani | * Students will draw on the unit of works knowledge in application to exam style questions. * Students will know how to approach exam style questions. * Students will know how to correctly answer the examination questions using key command words. * Any hinge points identified from the exam will be addressed in a reteach * **SF-**  Students will know how to use chicken in a wide range of varied and interesting dishes. (following portioning) | Dietary Fibre (NSP) - Dietary fibre is a term that is used for plant-based carbohydrates that, unlike other carbohydrates (such as sugars and starch), are not digested in the small intestine and so reaches the large intestine or colon.  Toxic - Poisonous substances. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory:  Students will complete an end of unit assessment made up of exam style questions content.  **Skills Focus**  Give advice to Kris on how the high-risk foods should be prepared and cooked to avoid food poisoning.  [8 Marks] |
| 1. Theory: Reteach, misconceptions, gaps.   **Skills Focus**  Sweet and sticky thighs/wings with classic slaw | * Identified topics from the assessment are revisit and covered and misconceptions addressed. * **SF-** To demonstrate the ability to handle raw meat safely. | Multicultural - Relating to or containing several cultural or ethnic groups within a society.  Cuisine - A style of cooking. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**  Many foods served in a salad bar can be classed as high risk. Describe how food served from a salad bar can be kept safe and hygienic.  [5 Marks] |
| 1. Theory: Food provenance: Food waste and miles   **Skills Focus**  Fajita drumstick & flatbread | * Food origins to include where and how foods are grown, reared, or caught * Food miles, impact on the carbon footprint, buying foods locally * The impact of food waste on the environment, local, global markets and communities, effect of food poverty * **SF-** To explore presentation opportunities for a technical challenge dish. | Transportation - The action of transporting someone or something or the process of being transported.  Food Miles - The distance the food travels from food to plate.  Climate Change - A large-scale, long term shift in the planet's weather patterns or average temperatures.  Recycling - The action or process of converting waste into reusable material.  T – Packaging - Materials used to wrap or protect goods.  Composting- Make (vegetable matter or manure) into compost. | * T- Students need to already know the definition of food miles. * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**  Discuss how food poisoning can be prevented when preparing and cooking a chicken dish.  Explain the impact of food miles.  How can shopping locally reduce food miles. |
| 1. Theory: Food provenance: food packaging   Theory: Food provenance: sustainability of food | * Impact of packaging on the environment versus the value of packaging * Food security: access to safe sufficient food for all (World Health) | Traceability - The ability to track any food through all stages of production, processing and distribution.  Farm to Fork - Used to refer to the various processes in the food chain from agricultural production to consumption. | * Students will know different materials for food packaging * Students will know the information required on a food label * Students will know what sustainability means | State the different materials used in food packaging. What is the role and function of food packaging. What are the key principles that should be considered for food sustainability. |
| 1. Theory: Factors affecting food choice   Theory: Reteach, misconceptions, gaps | * The range of factors that influence food choices, including, enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture * The choices that people make about certain foods according to religion, culture, ethical belief, medical reasons or personal choices * How to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs * **SF-**  Students will know how to use chicken in a wide range of varied and interesting dishes. (following portioning) | Climate Change - A large-scale, long term shift in the planet's weather patterns or average temperatures.  Recycling - The action or process of converting waste into reusable material.  Packaging - Materials used to wrap or protect goods.  Composting - Make (vegetable matter or manure) into compost. | * Students will know that there are many influences that affect the reason people choose food. * Students will know different special diets * Students will know ethical diets | Explain different factors effecting food choice.  Explain how availability may affect a person’s choice of food. Explain how socioeconomic status could affect food related health. |
| 1. **Skills Focus-** Pavlova | * **SF-** To demonstrate an understanding of coagulation (cooking) and denaturation (beating). | Separation- Extract or remove for use or rejection.  Stiff Peaks- Firm tips of egg whites which have been beaten and are so aerated that they stand up straight.  Meringue- An item of sweet food made by beating egg whites and folding sugar through.  Coagulation- When proteins set  Denaturation- When proteins changes shape. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**  Explain the many uses of eggs that make them an important commodity to the chef.  [6 marks] |
| 1. Theory: Reteach, misconceptions, gaps.   **Skills Focus**  Milk chocolate and raspberry cheesecake | * Students will know how the Food Department assess their work. * Students will know how to correctly answer the examination questions using key command words. * Identified topics from the assessment are revisit and covered and misconceptions addressed. * **SF-** To demonstrate the ability to use cold cookery techniques. | Bacteria - A type of very small organism that lives in air, earth, water, plants, and animals, often one that causes disease:  Microorganisms - Usually single cell microscopic organisms such as bacteria, moulds and fungi.  Moulds - A fungus that grows in filaments creating a fuzzy appearance on food. It is a soft, green or grey growth that develops on old food. May give some cheeses their characteristic colours and flavours.  Enzymes - Biological catalysts which speed up biochemical reactions without being used up themselves. Digestive enzymes are important for the process of breaking down food so that the body can absorb its nutrients. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**  Discuss ways in which people can manage their food intake to reduce obesity.  [6 marks] |
| 1. Theory: Reteach, misconceptions, gaps.   **Skills Focus**  Sticky Toffee Pudding | * Students will know how the Food Department assess their work. * Students will know how to correctly answer the examination questions using key command words. * Identified topics from the assessment are revisit and covered and misconceptions addressed. * **SF-** : To demonstrate the ability to be able to use the All-In-One method of cake making. | Proportions - A part, share, or number considered in comparative relation to a whole. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**  Discuss how the coffee shop can ensure a high-quality product when making and decorating a range of gâteau. [6 marks] |
| 1. Theory: Food science project (trial NEA 1)   **Skills Focus**  Fudge | * A Food Investigation will be set that will require each learner to: (i) (a) research and plan the task (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) analyse and evaluate the task. * **SF**- To demonstrate an understanding of raising agents in the preparation and cooking of confectionary. | Proportions - A part, share, or number considered in comparative relation to a whole.  Homogenised - when milk is processed so that the fatty portion of the milk is fused with the rest of the milk content, meaning that the cream does not separate.  Pasteurised - Subject (milk, wine, or other products) to a process of partial sterilization, especially one involving heat treatment or irradiation, thus making the product safe for consumption and improving its keeping quality.  Ultra-Heat Treated- UHT - Used to refer to milk that has been heated to a very high temperature so that it will last for a long time if it is kept in a container that has not been opened: | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | **Skills Focus**  Carbohydrates are needed for…  A lack of …in the diet can cause anaemia.  Government guidelines suggest we should eat less…… [3 Marks] |
| 1. Theory: Food science project (trial NEA 1) | * A Food Investigation will be set that will require each learner to: (i) (a) research and plan the task (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) analyse and evaluate the task | Maillard Reaction - A chemical reaction between a protein and a carbohydrate in the presence of dry heat.  Gelatine - a virtually colourless and tasteless water-soluble protein prepared from collagen and used in food preparation.  Enzymes - Biological catalysts which speed up biochemical reactions without being used up themselves. Digestive enzymes are important for the process of breaking down food so that the body can absorb its nutrients. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory/ **Skills Focus**  Explain the working characteristics of ingredients.  Explain the function of ingredients  Explain the chemical role of ingredients. |
| 1. Theory: Food science project (trial NEA 1)   Theory: Prepare for NEA 1 & NEA 2 | * A Food Investigation will be set that will require each learner to: (i) (a) research and plan the task (b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result (c) analyse and evaluate the task | Maillard Reaction - A chemical reaction between a protein and a carbohydrate in the presence of dry heat.  Gelatine - a virtually colourless and tasteless water-soluble protein prepared from collagen and used in food preparation.  Enzymes - Biological catalysts which speed up biochemical reactions without being used up themselves. Digestive enzymes are important for the process of breaking down food so that the body can absorb its nutrients. | * **SF-**  Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room. * How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE. * How to wash up**-**  using the departmental washing up procedures. | Theory/ **Skills Focus**  Explain the working characteristics of ingredients.  Explain the function of ingredients  Explain the chemical role of ingredients. |