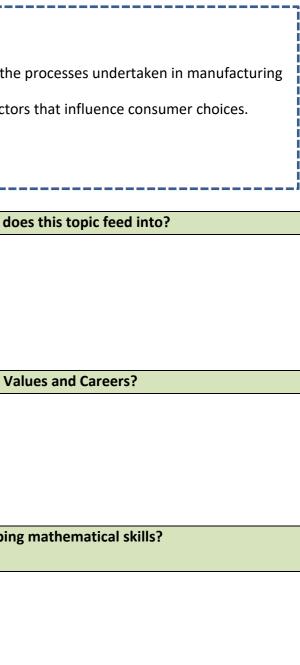
Food Preparation & Nutrition Scheme of Learning

<u>Term 6 Year 10 – Food Preparation & Nutrition</u>

Intent – Rationale Students will bring together their prior learning and develop a great awareness, understanding and appreciation for where their food originates, the Food Chain, and the				
Sequencing – what prior learning does this topic build upon?		Sequencing – what subsequent learning does		
Year 10 topics of Nutrition	 For planning for 	For planning for the NEA2 taskSkills requirements Section D		
 Year 8 & 9 considering Social, Moral and Ethical reasons. 	Skills requireme			
Year 10 unit of Diet & Health	Revisions topics	Revisions topics		
Year 8 working with Cereal products and the Milling Process.				
What are the links with other subjects in the curriculum?		What are the links to SMSC, British Valu		
Ethics & Philosophy				
Maths	• SP1,2,3,4	BV1,2,3,4,5		
Geography	• M1,2,3	GB4a, b,c,d,e,f,g,h,i		

 Geography Science English 	 M1,2,3 GB4a, b,c,d,e,f,g,h,i SO1,3 C1,2,4 	
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developin	
 Planning sheets Long & Short answer responses Research techniques Following written instruction / Methods 	 Weighing, Measuring, costing, Food Miles Calculator Scaling up and down / portions Budget controls 	





Food Preparation & Nutrition Scheme of Learning

<u>Term 1 – Food</u>

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

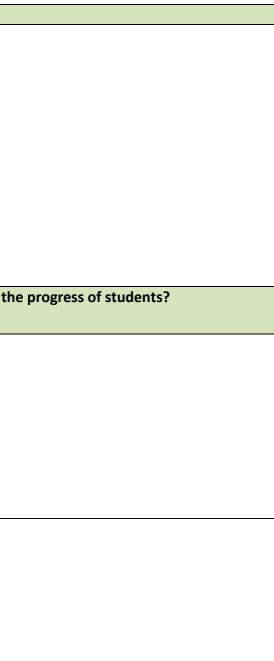
Know The journey of their ingredients from Field to Fork

<u>Apply</u> Understanding of nutritional impact on Food Chain, Food Miles and Food Production To make choices for practical work, for the research and planning units of the NEA2

<u>Extend</u> <u>The quality of the food and nutritional content of the dishes will be of a more informed standard.</u>

What subject specific language will be used and developed in this topic?		What opportunities are available for assessing th	
 Food Provenance Food security Technological Developments Culinary Traditions Food Miles Carbon footprint Butterfly Effect Bechamel / Roux Sauce Filleting 	Organic / Inorganic Genetically Modified Gelatinisation Oxidisation	 Through Practical work Planning sheets Evaluations End of Unit assessment 	
•			







Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. Cereals from Where?	To be able to identify a range of cereal types through images and name them, giving dishes they can be used for	To be able to identify also the country of origin and the form they can be purchased. Identify nutritional values of most	Food Provenance 1.ppt Food provenance 1.docx Worksheet
2. Recap Fruits, Vegetables	Can explain Free Sugars V Non-Free Sugars, with examples, selecting some recipes to evidence each	Can explain how Carbohydrates are made up of 2 groups; identifying the categories.	Food Provenance Fruit & Veg quests c Identify a range of dishes that use fruit / veg as sweetener Recap seasonality
3. Fish Farming	Be able to identify with some methods fish farming; categorise some fish	Be able to clearly identify the classification of fish and give examples for each – some may be able to name from images.	Food Provenance 2 Meat & Fish.ppt Food Provenance True False blank.doc
4. Planning for Fish Pie	To adapt a recipe to fit within time scale, naming a fish that can be used	Identify quantities required per person, understand and the need for flavourings	Text book pg98-101 Independent planning using assigned recipe / adapt to suit needs (vegetarian) Stretch & Challenge pg. 101-102
5. Practical (Half Group) / Image board of Fish	Some to fillet fish, piping potato, making Bechamel / Roux Sauce Identify some fish within categories	To fillet fish, produce stock, identify nutritional benefits of additional ingredients, finishing & Garnishing techniques.	 Practical work Completion of Image Board
6. Practical (Half Group) / Image board of Fish	Some to fillet fish, piping potato, making Bechamel / Roux Sauce Identify some fish within categories	To fillet fish, produce stock, identify nutritional benefits of additional ingredients, finishing & Garnishing techniques.	Practical workCompletion of Image Board
7. Evaluation Skills Revisited	Will identify strengths and areas for improvement, include some feedback	Will justify reasons for change and development, present feedback through Star Profile	Textbook 279- 293Add Photos
8. Meat & Animal Welfare	Can categorise Meat & Poultry, giving some examples	Can explain how farming methods can impact quality and nutritional value of outcome	Food Provenance 2 Meat & Fish.ppt Text book pg. 95 & 96
9. Planning for practical	Selecting a recipe to work to, justifying choice in line with end consumer needs	Can identify with the nutritional content of the ingredients, explains the animal welfare benefits.	Selecting sample of recipes, justify choicesWriting Time plan
10. Practical Meat or Meat Alternatives (1/2 group) Technological Developments (1/2 group)	Working independently, within timescale, able to explain the process and techniques	Can scientifically explain the processes involved in preparing/ cooking through the cooking methods selected.	 Practical ½ group Paired work to investigate modern developments in food production



	Demonstrate the ability to work with others in gathering research using a range pf presentation skill	Identifying with a wide range of products and investigate the production methods, key terms and technology used.	
11. Practical Meat or Meat Alternatives (1/2 group) Technological Developments (1/2 group)	Working independently, within timescale, able to explain the process an Demonstrate the ability to work with others in gathering research using a range pf presentation skills and techniques	Can scientifically explain the processes involved in preparing/ cooking through the cooking methods selected. Identifying with a wide range of products and investigate the production methods, key terms and technology used.	 Pra Pai dev
12.HasTechnological Developments increased the nutritional value of food products?	Be able to apply the key processes to identify some food products. Can describe some nutritional changes in some foods	Can explain the benefits of processes to improve the quality, nutrition and availability of a range of foods	Technolog development
			Fortified Fo worksheets
13. Completion and consolidation	To demonstrate understanding of topic and application of knowledge	To achieve higher level responses in long and short answer questions	Assessmer
14. Culinary Traditions	Understanding of traditions, able to identify with some traditional dishes and methods of cooking	Demonstrate deeper understanding, able to explain nutritional limitations or advantages.	Independe events and Eulinar Traditions.
15. Completion of Culinary Traditions	Understanding of traditions, able to identify with some traditional dishes and methods of cooking	Demonstrate deeper understanding, able to explain nutritional limitations or advantages.	Plan for th
16. a) Practical – Traditional Dish ½ groupb) What Influences Food Choice?	 a) Working independently within time to produce a quality product, able to identify strengths and weaknesses b) develop understanding of the impact of some factors 	 a)High skill dish, presentation skills, evaluated to show strengths and areas of improvements with justification b) identify a wide range of reasons and be able produce a balanced view of most 	Factors in Factors in a) ^{food choid} Independe
17. a) Practical – Traditional Dish ½ group	a) Working independently within time to produce a quality product, able to identify strengths and weaknesses	a)High skill dish, presentation skills , evaluated to show strengths and areas of improvements with justification	Factors influe food choices
b) What Influences Food Choice?	b) develop understanding of the impact of some factors	b) identify a wide range of reasons and be able produce a balanced view of most	Independe
18. Food Choices influenced by – Social, personal, economic, medical reasons	Able to respond to explain, describe questions Can recall reasons for choice	Able to apply higher level responses to explain, describe questions. Can apply knowledge with justification and giving examples.	Influences or Choice - socia



Practical ½ group Paired work to investigate modern developments in food production



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ent- mid unit review

dent research – produce a Calendar of ind dishes that are traditional.



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the making of a traditional dish



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