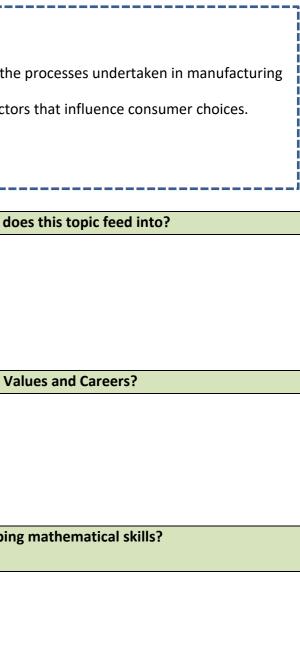
# Food Preparation & Nutrition Scheme of Learning

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

| Intent – Rationale<br>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  | <ul> <li>For planning for</li> </ul> | <ul><li>For planning for the NEA2 task</li><li>Skills requirements Section D</li></ul> |  |  |
| <ul> <li>Year 8 &amp; 9 considering Social, Moral and Ethical reasons.</li> </ul>  | 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  |  |  |

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





# 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?

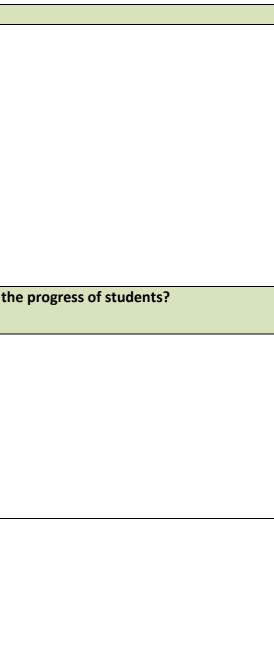
Know The journey of their ingredients from Field to Fork

<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  |  |
|---|--|--|--|
| <ul> <li>Food Provenance</li> <li>Food security</li> <li>Technological Developments</li> <li>Culinary Traditions</li> <li>Food Miles</li> <li>Carbon footprint</li> <li>Butterfly Effect</li> <li>Bechamel / Roux Sauce</li> <li>Filleting</li> </ul> | Organic / Inorganic<br>Genetically Modified<br>Gelatinisation<br>Oxidisation | <ul> <li>Through Practical work</li> <li>Planning sheets</li> <li>Evaluations</li> <li>End of Unit assessment</li> </ul> |  |
| •   |  |  |  |







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<br>through images and name them, giving dishes they<br>can be used for | To be able to identify also the country of origin and<br>the form they can be purchased. Identify<br>nutritional values of most | Food Provenance<br>1.ppt<br>Food provenance<br>1.docx<br>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<br>Fruit & Veg quests c<br>Identify a range of dishes that use fruit / veg as<br>sweetener<br>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<br>and give examples for each – some may be able to<br>name from images. | Food Provenance 2<br>Meat & Fish.ppt<br>Food Provenance<br>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,<br>understand and the need for flavourings   | Text book pg98-101<br>Independent planning using assigned recipe /<br>adapt to suit needs (vegetarian)<br>Stretch & Challenge pg. 101-102 |
| 5. Practical (Half Group) / Image board of Fish   | Some to fillet fish, piping potato, making Bechamel<br>/ Roux Sauce<br>Identify some fish within categories           | To fillet fish, produce stock, identify nutritional benefits of additional ingredients, finishing & Garnishing techniques.      | <ul> <li>Practical work</li> <li>Completion of Image Board</li> </ul>   |
| 6. Practical (Half Group) / Image board of Fish   | Some to fillet fish, piping potato, making Bechamel<br>/ Roux Sauce<br>Identify some fish within categories           | To fillet fish, produce stock, identify nutritional benefits of additional ingredients, finishing & Garnishing techniques.      | <ul><li>Practical work</li><li>Completion of Image Board</li></ul>  |
| 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  | <ul><li>Textbook 279- 293</li><li>Add Photos</li></ul>  |
| 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<br>Meat & Fish.ppt<br>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.                             | <ul><li>Selecting sample of recipes, justify choices</li><li>Writing Time plan</li></ul>  |
| 10. Practical Meat or Meat Alternatives (1/2 group)<br>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.                   | <ul> <li>Practical ½ group</li> <li>Paired work to investigate modern developments in food production</li> </ul>                          |



|   | Demonstrate the ability to work with others in gathering research using a range pf presentation skill   | Identifying with a wide range of products and<br>investigate the production methods, key terms and<br>technology used.  |   |
|---|---|---|---|
| 11. Practical Meat or Meat Alternatives (1/2 group)<br>Technological Developments (1/2 group)         | Working independently, within timescale, able to<br>explain the process an Demonstrate the ability to<br>work with others in gathering research using a<br>range pf presentation skills and techniques                      | Can scientifically explain the processes involved in<br>preparing/ cooking through the cooking methods<br>selected.<br>Identifying with a wide range of products and<br>investigate the production methods, key terms and<br>technology used. | <ul> <li>Pra</li> <li>Pai</li> <li>dev</li> </ul>                 |
| 12.HasTechnological Developments increased the nutritional value of food products?                    | Be able to apply the key processes to identify some<br>food products. Can describe some nutritional<br>changes in some foods  | Can explain the benefits of processes to improve<br>the quality, nutrition and availability of a range of<br>foods  | Technolog<br>development  |
|   |   |   | Fortified Fo<br>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<br>events and<br>Eulinar<br>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   |
| <ul><li>16. a) Practical – Traditional Dish ½ group</li><li>b) What Influences Food Choice?</li></ul> | <ul> <li>a) Working independently within time to produce</li> <li>a quality product, able to identify strengths and</li> <li>weaknesses</li> <li>b) develop understanding of the impact of some</li> <li>factors</li> </ul> | <ul> <li>a)High skill dish, presentation skills, evaluated to show strengths and areas of improvements with justification</li> <li>b) identify a wide range of reasons and be able produce a balanced view of most</li> </ul>                 | Factors in<br>Factors in<br>a) <sup>food choid</sup><br>Independe |
| 17. a) Practical – Traditional Dish ½ group   | a) Working independently within time to produce<br>a quality product, able to identify strengths and<br>weaknesses  | a)High skill dish, presentation skills , evaluated to<br>show strengths and areas of improvements with<br>justification   | Factors influe<br>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<br>Can recall reasons for choice   | Able to apply higher level responses to explain,<br>describe questions. Can apply knowledge with<br>justification and giving examples.  | Influences or<br>Choice - socia                                   |
|   |   |   |   |



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



l Foods ets.docx

ent- mid unit review

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



nary ns.ppt

the making of a traditional dish



influencing noices religio

#### dent Practical



fluencing ces religio

### dent practical



on Food ocial, pers