

KESTEVEN AND SLEAFORD HIGH SCHOOL

Food Science Scheme of Learning Year 9 Rotation UNIT 2

Intent – Rationale

Students will apply prior learning linked to the Eatwell Guide, Nutrition and Healthy Eating. Adapting and changing recipes in line with the demands of the end consumer. Students will cook a variety of dishes incorporating theoretical understanding and knowledge: Choux Pastry / savoury Pies/ Vegetarian and Vegan Dishes/ Homemade Pasta & Sauce

| Sequencing – what prior learning does this topic build upon? | Sequencing – what subsequent learning does this topic feed into? | | |
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| <p>Using learning from year 7& 8 – Eatwell Guide/ Government Guidelines Use of Food P6 for Nutritional Analysis Seasonal Foods / Food Miles Skills in year 7 & 8</p> | <ul style="list-style-type: none"> • GCSE Food Preparation & Nutrition – Science, Nutrition and practical skills • Life Skills • | | |
| What are the links with other subjects in the curriculum? | What are the links to SMSC, British Values and Careers? | | |
| <ul style="list-style-type: none"> • Geography – Food Miles / Seasonality • Maths – Calculations / weighing / measuring • Science – nutrients/ functions of ingredients • PSHE – Nutrition | BV4 BV5 | GB4a GB4b GB4g GB4d GB4i | SP1,2,3,4 M2,3 SO1, 3 C2, 4 |
| What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading? | What are the opportunities for developing mathematical skills? | | |
| <ul style="list-style-type: none"> • Presentation skills • Reading and following instructions • Independent Research <p>FROM THE LIBRARY <i>Olive</i>- Monthly magazine</p> | <ul style="list-style-type: none"> • Costing • Weighing / Measuring • Portioning | | |

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How Does my Diet Affect Me; P. Westcott-613.2
Nutrition and Diet; Lisa Firth-613.2
Healthy eating For Kids- A. Bean-664
Eating Right: Making Healthy Choices; T.Orr-613
Looking at Vegetarianism- D.Donnellan- 179
Try it-eat More Veg- C .Humphries-641
Vegetarian Diets- L. Firth-641.56

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Intent – Concepts

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

Know

Needs of the vegetarians / vegans. The controls for making Choux Pastry. The rules for making Short Crust pastry. The theory behind Pasta making

Apply

Students will carry out group research to identify the needs of specific consumer groups and use this information to plan for practical work. They will use food P6 to produce food labels to evidence the nutritional content of the dishes.

Short Crust pastry will be made and produce a savoury pie for the chosen end consumer.

Pasta will be made and a sauce of own choice to produce a composite meal.

Extend

Through evaluation and analysis of outcomes to identify areas of improvement to the practical dishes and adaptation of nutritional content.

To involve a panel of taste testers to develop the Organoleptic outcomes of dishes

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| What subject specific language will be used and developed in this topic? | | What opportunities are available for assessing the progress of students? |
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| <ul style="list-style-type: none"> • Gelatinisation • Gluten • Lamination • Coeliac • Coronary Heart Disease • Athlete | <ul style="list-style-type: none"> • Protein/ Amino Acids • Nutritional Analysis • Vegetarian / Vegan • Diabetes • Shortening • Sauces – blended/ roux / all in one | <ul style="list-style-type: none"> • Homework tasks • Practical Outcomes • Mid project Reviews • Written outcomes • End of Project Reviews. • Presentations |

Intent – Concepts

| Lesson title | Learning challenge | Higher level challenge | Suggested activities and resources |
|---------------------------------|---|--|---|
| 1. Dietary Needs | Group work – understand specific group and their basic dietary needs. | Using correct terminology for groups and nutrients | Group work to research and plan presentation of specific consumer groups needs |
| 2. Advice for Dietary Needs | Presentation skills | Managing Q&A session | Presentation of research and advice. |
| 3. Planning Practical Needs | Selecting appropriate dishes / time awareness | Justification of choices | Planning for practical work for Vegetarian/ Vegan – use time plans & produce FOOD P6 |
| 4. Dishes for Vegetarian/ Vegan | Working within time scale / Food Safety / Health & Safety | Presentation skills / Finishing Techniques | Practical work – 2 dishes for vegetarian/ vegan – 1 x savoury / 1x sweet |
| 5. Pastry | Know the range of possible pastry's and apply dishes to these | To understand different skill levels with different pastry's | Research / Mind Mapping pastry's/ suitable recipes for each. Rules for Short Crust Pastry Recipes for Savoury Pie |

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| 6. Shortening | Application of rubbing in technique. | Production of 'Short' pastry | Making of Short Crust Pastry |
| 7. Savoury Pie | Preparation of chosen filling / timing | Making of Bechamel sauce/ timing | The use of Short Crust pastry to make a savoury pie |
| 8. Evaluation Skills | Using feedback to develop products | Justification of changes / improvements | Write evaluation of Savoury Pie – including feedback from consumers, photographs, key terminology |
| 9. Steam as a Raising Agent | Following instructions/ making of choux pastry | Piping, Filling, Presentation | Demonstration of Choux Pastry – conditions/ science understanding of how to create steam |
| 10. 'Choux Pastry' | Time management/ accuracy of weighing & measuring | Sizing / Filling / Presentation | Practical making of Choux pastry |
| 11. 'Pasta & Sauce' | Identify types of sauces / understanding ingredients in pasta making | Understand the method of making pasta from raw ingredients / planning | Teacher dem pasta making / research different pasta dishes that are achievable in the time given |
| 12. Making Pasta! | Working ingredients to create a manageable dough / basic all in one sauce | Handling / drying pasta / Dove tailing | Practical Pasta making & sauce of own choice based on consumer needs. Use of pasta rollers or rolling pin. |