



# KESTEVEN AND SLEAFORD HIGH SCHOOL

## Food Preparation & Nutrition Scheme of Learning

### Term 6 Year 10 – Food Preparation & Nutrition

#### 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 processes undertaken in manufacturing And technological methods and developments today. They will be able to make sensible decisions in food choice through the knowing and understanding the factors that influence consumer choices.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> <li>• Year 10 topics of Nutrition</li> <li>• Year 8 &amp; 9 considering Social, Moral and Ethical reasons.</li> <li>• Year 10 unit of Diet &amp; Health</li> <li>• Year 8 working with Cereal products and the Milling Process.</li> </ul>	<ul style="list-style-type: none"> <li>• For planning for the NEA2 task</li> <li>• Skills requirements Section D</li> <li>• Revisions topics</li> </ul>
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"> <li>• Ethics &amp; Philosophy</li> <li>• Maths</li> <li>• Geography</li> <li>• Science</li> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• SP1,2,3,4      BV1,2,3,4,5</li> <li>• M1,2,3        GB4a, b,c,d,e,f,g,h,i</li> <li>• SO1,3</li> <li>• C1,2,4</li> <li>•</li> </ul>
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"> <li>• Planning sheets</li> <li>• Long &amp; Short answer responses</li> <li>• Research techniques</li> <li>• Following written instruction / Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Weighing, Measuring, costing, Food Miles Calculator</li> <li>• Scaling up and down / portions</li> <li>• Budget controls</li> </ul>



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## Food Preparation & Nutrition Scheme of Learning

### Term 1 – Food

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?		
<p><b>Know</b>  <u>The journey of their ingredients from Field to Fork</u></p> <p><b>Apply</b>            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</p> <p><b>Extend</b>  <u>The quality of the food and nutritional content of the dishes will be of a more informed standard.</u></p>		
What subject specific language will be used and developed in this topic?		What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Organic / Inorganic</li> <li>Genetically Modified</li> <li>Gelatinisation</li> <li>Oxidisation</li> </ul>	<ul style="list-style-type: none"> <li>• Through Practical work</li> <li>• Planning sheets</li> <li>• Evaluations</li> <li>• End of Unit assessment</li> </ul>
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## 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 worksheet 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 Text book pg98-101
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	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.	<ul style="list-style-type: none"> <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 / Roux Sauce Identify some fish within categories	To fillet fish, produce stock, identify nutritional benefits of additional ingredients, finishing & Garnishing techniques.	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 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.	<ul style="list-style-type: none"> <li>• Selecting sample of recipes, justify choices</li> <li>• Writing Time plan</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Practical ½ group</li> <li>• Paired work to investigate modern developments in food production</li> </ul>

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	Demonstrate the ability to work with others in gathering research using a range of presentation skills	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 and demonstrate the ability to work with others in gathering research using a range of 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.	<ul style="list-style-type: none"> <li>• Practical ½ group</li> <li>• Paired work to investigate modern developments in food production</li> </ul>
12. Has Technological 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	 Technological developments to ma   Fortified Foods worksheets.docx
13. Completion and consolidation	To demonstrate understanding of topic and application of knowledge	To achieve higher level responses in long and short answer questions	Assessment- mid unit review
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.	Independent research – produce a Calendar of events and dishes that are traditional.   Culinary Traditions.ppt
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 the making of a traditional dish
16. a) Practical – Traditional Dish ½ group  b) 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 to produce a balanced view of most	 Factors influencing food choices religio a) Independent Practical
17. a) Practical – Traditional Dish ½ group  b) 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 to produce a balanced view of most	 Factors influencing food choices religio Independent practical
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 on Food Choice - social, pers