

KESTEVEN AND SLEAFORD HIGH SCHOOL

Food Preparation and Nutrition Scheme of Learning

YEAR 10 TERM 1

Intent – Rationale

This unit is taught through theory and practical work, to link the theory of Nutrition with practical tasks to plan to meet the needs of specific dietary needs. With a focus on the Health of the Nation, Government Guidelines and Health issues linked with food, drink and exercise. Whilst applying scientific knowledge to demonstrate the use and functions of specific ingredients for successful outcomes.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Year 7 the students have developed knowledge and understanding of ‘The EatWell Guide’, Food Safety & adapting recipes to meet the needs of the end consumer.</p> <p>Year 8 Developing practical skills and the introduction of Macronutrients</p> <p>Year 9 Planning meals / dishes for dietary needs</p> <p>The use of equipment to reduce time and energy</p> <p>Through planning</p>	<ul style="list-style-type: none"> • Year 10 Term 3 &4 • Year 10 Term 5&6 • Year 11 NEA1 & 2
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"> • Biology – Nutrients & Digestive System • Chemistry – reactions between ingredients • PE – Nutrition / Dietary Needs • History – Government Guidelines since the end of WW11 • PSHE – families / background • EP – Religious Beliefs and occasions 	<ul style="list-style-type: none"> • SP1 / C1, 2– in selection of ingredients, times of the year, celebrations. Awareness and consideration of others. • SP2- in all aspects of planning, practical and reflection • SP4 – through evaluation, planning and development • M3- planning & research – with the purchase and use of a range of ingredients • SO 1,2,3 – through team work, presentations, respect, develop mutual respect for individuals selections.

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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"> • Time plans, written instructions, subject specific terminology • Recipes & methods • Independent Research 	<ul style="list-style-type: none"> • Costing, Budgets, weighing & measuring, Timing

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?
<u>Know</u>
<ul style="list-style-type: none"> • Government Guidance in achieving a Balanced Diet • Problem solving through the knowledge of specific Dietary / Health issues • How to apply the use of knife skills to a range of dishes • How to carryout nutritional analysis • The structure of protein • The versatility of Eggs and the importance in the diet
<u>Apply</u>
<ul style="list-style-type: none"> • Identify with the needs of the consumer in the selection and planning of dishes • Using a range of equipment to achieve a successful outcome • Use the planning sheets to enable success within time constraints • Consider the professionals available who have developed recipes / dishes
<u>Extend</u>

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<ul style="list-style-type: none"> • Carryout taste testing / peer & family feedback to develop / change / adapt dishes • Selection of dishes in line with the challenge of skills, time, availability and cost • Apply the scientific understanding of how the structure of proteins can impact product outcomes. • Challenge skills used in practical work 	
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"> • Protein, versatility of ingredients, Emulsification, Binding, Coagulation, Setting, Coating • Primary, Secondary, Tertiary and Quaternary structure of protein • Basal Metabolic Rate (BMR), Body Mass Index (BMI), Recommended Daily Intake (RDI), Daily Recommended Values (DRV) 	<ul style="list-style-type: none"> • Practical Outcomes • Skills demonstrated • Presentation skills • Evaluation skills • Unit Assessment • Classwork and Homework • Tracking points

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
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1 & 2 Diet Related Health	Identify with the Government Guidelines, be able to understand the nutritional groups.	Be able to apply nutritional groups to the Eatwell Guide and provide guidance for some dietary needs.	<ul style="list-style-type: none"> • Link Eatwell Guide • Work sheet • Textbook pg2- 11
3&4: Knife Skills – practical application of producing a nutritional dish	Use of provided ingredients to demonstrate key knife skills	Timing and accuracy- consistency of outcomes in lesson 3. Tasting and adapting flavours	Students given range of vegetables to prepare in restricted timescales. To photograph. lesson 4 to produce a seasonal soup using ingredients.
5. Protein: A Macro Nutrient	To develop Knowledge and understanding of the importance of protein in the diet.	To be able explain the structure of proteins and the essential amino acids	Use of ppt's Question & answers Students to identify the meaning of 'essential'
6. Protein: sources of.	To identify sources of protein from foods. Awareness of the impact of deficiencies in vegetarian diets	To be protein complementation. able to identify foods with good source of HBV & p	Use of ppts' Image page's produced to show HBV & LBV food supplies.
7. Categories of Vegetarian	Know how vegetarians are categorised.	Be able to explain some of the deficiencies and how these can be complimented in certain dishes.	Students to plan to produce a high protein dish. Research and planning activity
8. Protein Practical	Application of prior knowledge and planning to produce dish of good outcome	Application of knowledge to provide a high-quality dish in time constraints and with focus on presentation	Practical task
9. Introduction to Eggs as a Versatile ingredient	To know & understand some of the key functions of eggs.	To be able to explain with examples the key functions of eggs in food production.	PPT's Where do eggs come from

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10. Teacher demonstration: Scotch Eggs	To apply prior knowledge and understand how versatile eggs are. To be able to pan for own practical	Application of knowledge, planning and preparation for own practical. Can use correct terminology	Teacher Dem- Scotch eggs H&S / Food Safety revisited through questions, answers, notes. Temperatures and key words used in formative assessment.
11. Practical – Production of Scotch Eggs – compare deep fried with oven baked.	Independent practical, respond to questioning. Timing planned. Work safely for both Food Safety and Health & Safety	Working independently, within time scales, Safety demonstrated and able to explain the functions of the ingredients	Practical lesson – compare deep fried with oven baked – students to photograph own work.
12. Planning for Food science Trip Holbeach National Food Centre/ catch up session	Students to be aware of the plan for trip. Groups identified	Students understand the tasks to be carried out during the visit.	Groups to be allocated Expectations identified Competition of any outstanding work
13. Visit to Holbeach	Working in groups to develop understanding of Food Science and application in food industry	Working in groups to develop understanding of Food Science and application in food industry	External trip to Holbeach
14. Quiche – theory of short crust pastry.	Develop knowledge and understanding of 'short crust pastry' and setting proportions of egg & liquid	Can apply the key terminology to the demonstration from previous lessons. Adapt and change recipe to the needs of the consumer	Teacher Demonstration- golden rules for short crust pastry revisited from yr. 9. Application of key terms and understanding from prior egg lessons.
15. Practical – Quiche	To apply prior knowledge and understanding to produce a quality product	Production within the time scale, set, and well presented. Can apply prior knowledge to the process of making and cooking.	Student practical, use of baking blind, timing and presentation. Photos to be taken. Introduce the concept of portfolio

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16. End of Unit Assessment-	Respond to summative assessment with application of knowledge and some key terms	Respond to summative assessment with detailed use of technical terminology	Written Summative assessment
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