KESTEVEN AND SLEAFORD HIGH SCHOOL

Food Preparation and Nutrition Scheme of Learning
YEAR 10 TERM 2

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?
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 **Year 8 Developing practical skills and the introduction of Macronutrients** **Year 9 Planning meals / dishes for dietary needs** **The use of equipment to reduce time and energy** **Building on from Term 1 of year 10, Macronutrients and the scientific makeup.** **Through planning**	• 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?**
• **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**	• 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

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	• SO 1,2,3 – through team work, presentations, respect, develop mutual respect for individuals selections.
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	**What are the opportunities for developing mathematical skills?**
• Time plans, written instructions, subject specific terminology • Recipes & methods • Independent Research, note making • Response to learning through formative and summative assessment	• Costing, Budgets, weighing & measuring, Timing • Portioning, percentage of a recipe for labelling • Allocation based on DRV, calorific values, Body Mass Index

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Intent – Concepts

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

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Know

- Government Guidance in achieving a Balanced Diet
- Problem solving through the knowledge of specific Dietary / Health issues
- Specific dietary needs of groups of people
- How to carryout nutritional analysis

Apply

- 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

Extend

- 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 impact product outcomes on individuals needs
- 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?
• Diet -what is consumed, food & drink • Basal Metabolic Rate (BMR), Body Mass Index (BMI), Recommended Daily Intake (RDI), Daily Recommended Values (DRV) • Diverticulitis/ Diabetes/ Cancer/ Obesity/ Overweight • Rickets/ Osteomalacia/ Osteoporosis • Coronary Heart Disease / Heart Attack / Cardio Vascular Disease	• Practical Outcomes • Skills demonstrated • Presentation skills • Evaluation skills • Unit Assessment • Classwork and Homework • Tracking points

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• Cholesterol / Saturated & Unsaturated Fats/ Plaque / Arteries • Dental Caries / Plaque/ Acid	

Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. Revisit prior learning	Identify areas for improvement from previous end of unit assessment.	Use the feedback to revisit prior assessment, increase subject specific terminology. Access high er marks.	Students to revisit summative assessment. Feedback to be whole class. Recall activity to check understanding and knowledge before moving on.
2. Lemon Meringue Pie – revisit short crust pastry and final summary of learning from previous unit	To be able to recall the 'Golden Rules' of short crust pastry. Apply some key terms from previous unit. Identify timings required to plan practical	To be able to name all aspects of short crust pastry – science of making, key points and apply prior knowledge from eggs and proteins to enable to plan	Teacher demonstration – involve question & answers Planning for practical ove2 2 lessons
3. Practical & group planning	Making of light SC Pastry, storage and labelling.	Effective use of time to make SC Pastry, store and label. Research key aspects of group work	Students in groups to research and plan for presentation of key groups- Diabetes, osteoporosis, Diverticulitis, cardio vascular disease, malnutrition

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4. Practical – Lemon Meringue Pie, Focus on Organisation & Food Safety	To produce a quality product in the time scale	To also demonstrate and apply the knowledge of eggs, focus on high level techniques for presentation-	Students to use the SC pastry case made last lesson, to bake blind and prepare filling and topping. Students to take photos.
5. Nutritional and Dietary Needs of groups	To be aware of differing needs of specific groups, be able to adapt recipes.	To be able to identify differing needs, select and adapt recipes in line with the needs.	• Textbook Pg 32-37 / PPT
6. Group Work – Dietary Needs	Work within groups to research and understand the needs of identified group	To apply key terminology from research, to work effectively as a team	Working in allocated small groups to carry out research and plan for a presentation.
7. Major dietary conditions	Understanding of terminology, needs of individuals for prevention / control	Knowledge, understanding and application to the needs of individuals.	Group Presentations – session 1 Take aways to be provided for all students / ppts and resources to be shared on Teams
8. Major dietary conditions	Understanding of terminology, needs of individuals for prevention / control	Knowledge, understanding and application to the needs of individuals.	Group Presentations – session 2 Take aways to be provided for all students / ppts and resources to be shared on Teams To plan a dish to show adaptation in line with the needs of user. Revisit the use of Time Plan
9. Planning for Practical – Dietary Needs	To make some adaptations and explain why. Food label is produced	Can explain how and why a recipe has been changed / adapted. Food label is produced and analysed in detail to support adaptation	Students to plan for a practical, selecting an existing recipe produce original food label, make adaptations and produce adapted food label to show changes – analyse. Time plan to be produced
10. Food Allergies and Intolerances	Students to know and understand the differences	Key terminology applied and can explain the differences with clear examples.	Use of PPT's

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			Students to produce an information sheet to help others understand.
11. What do we know so far??	Recall and application of knowledge	To be able to recall, apply and give examples of prior learning	Summative assessment – Dietary needs / Allergies and intolerances.
12. Government Focus on Obesity	Recall knowledge of the Eatwell Guide, key areas To understand what obesity is	To know & understanding the key terms relating to obesity. To be able to identify ways to reduce.	Text page 13-14 Students to produce Poster – to reduce obesity
13. Adapting recipe to reduce fat content	Student can adapt / change recipe	Student can make recommendations to reduce fat content whilst ensuring skills and presentation are maintained.	Independent planning for practical – produce time plan, food label (investigate the use of Explore as an alternative tool)
14. Theory of Fats & Oils	Develop the knowledge and understanding of fats & oils	To know/ understand the scientific structure of fats / and oils. Saturated v Unsaturated	Use of ppts, work sheets
15. Theory of Fats & Oils	To gain knowledge of the impact of fats / oils within the body	To be able to explain the functions of fats and oils in the body	Use of ppts, worksheets
16. Practical investigation – Melting points	To be able to investigate the melting points of fats and the smoke points	To be able to explain how the melting points and smoke points are linked to the structure of fats and oils	Guided practical investigation in small groups – ingredients and resources provided.
17. Analysis of Finding	Can explain temperatures of melting points and smoke points	Can scientifically explain the melting points and smoke points	Student to work in allocated groups to write up findings and outcomes, produce a report.