

Term / Date(s) Yr.7 rotation (approximately 14 lessons)

Unit title	Understanding Food & Food Provenance																			
Topic overview	<ul style="list-style-type: none"> Students need to start to develop an understanding of ‘Principles of Nutrition & Health’ that can be applied to their own and others lifestyles. Students will start to develop cooking skills; preparing ingredients; using utensils to help ensure they can feed themselves and others a healthy and varied diet. Students will start to understand the source, seasonality & characteristics of a broad range of ingredients. 																			
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	<p>10. PRACTICAL – Vegetable Cous Cous</p> <p>Be able to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet & become competent in a range of cooking techniques (Using the Kettle safely) and accurately measuring a boiling liquid. Students will also be revisiting their knife skills and demonstrating their learnt techniques with accuracy and precision.</p> <p>NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet. This lesson incorporates all the above while introducing them to the start of a basic food practical lesson introducing them to a new area of the oven as identified above ('applying heat in different ways' NC).</p>
	<p>11. Sensory Testing</p> <p>Develop an understanding of evaluating foods, using awareness of taste, texture and smell</p> <p>NC states students should become competent in a range of cooking techniques which could be through an understanding of evaluating foods, using awareness of taste, texture and smell. This links to evaluation techniques and also is a large section of L1/L2 H&C where students are marked on their understanding and recommendations linked to the organoleptic qualities/characteristics of their food.</p>
	<p>12. PRACTICAL – Savoury Rice</p> <p>Be able to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet & become competent in a range of cooking techniques (Using the Kettle/Hob safely) Students will also be revisiting their knife skills and demonstrating their learnt techniques with accuracy and precision.</p> <p>NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet. This lesson incorporates all the above while introducing them to the start of a basic food practical lesson introducing them to a new area of the oven as identified above ('applying heat in different ways' NC).</p>
	<p>13. Allergies & Food Poisoning</p> <p>Identify how to plan, prepare and cook meals safely for themselves and others and how to adapt to meet the needs of people with allergies and also ensure that they are safe to eat through correct procedures to reduce the risk of food poisoning.</p> <p>NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill. This lessons ensures that they have the base line understanding of how to ensure this is executed safely and hygienically to prepare and cook foods that are suitable for all people.</p>
	<p>14. GM Foods</p> <p>Students are aware of food labelling laws and understand the importance of being aware when selecting and preparing ingredients – Food Provenance. Design their own GM foods – (design work, demonstrating knowledge of nutrition and evaluate the combined foods benefits).</p> <p>NC states that students need to have an understand the source, seasonality and characteristics of a broad range of ingredients. This lesson this through source (food provenance). Students also must be taught to understand and apply the principles of nutrition and health and this lesson looks at how grown foods have had their DNA altered to meet customers needs and demands which can affect consumers on consumption.</p>
Link to previous knowledge	<ul style="list-style-type: none"> • Students should have a basic knowledge from KS2 of healthy eating and where food comes from. • Students should have been exposed to foods at home and potentially aware of how some foods are prepared and cooked.
Transferrable knowledge (skills)	<ul style="list-style-type: none"> • Identify large and small equipment and what their uses are. • Use a range of equipment/ovens safely. • Identify what the Eatwell Guide is and how to adapt a diet to ensure it meets healthy guidelines. • Understand Food Provenance and explain how and where some foods originate from and the importance of reducing food miles. • Evaluate foods using their 5 senses. • Know how to prepare and cook foods to reduce the risk of food poisoning • Be aware of allergens & intolerances linked to food and how to adapt recipes to meet people needs.
Key vocabulary (definitions)	<ul style="list-style-type: none"> • Health / Safety / Hygiene • Skills / Techniques / Equipment / Bridge / Claw / Cooking / Cooling / Preparation • Eatwell Guide / Healthy Eating • Food Miles / Carbon Footprint / Environment / Seasonal Foods • Senses / Appearance / Taste / Flavour / Touch / Feel / Smell / Aroma • Allergen / Intolerance / Food Poisoning / Bacteria • Genetically Modified Foods
Key assessments	<ul style="list-style-type: none"> • Assessment Percentage Grade - percentage achieved in a written assessment (this indicates how much is recalled & remembered) • Project Skills Grade - a 'Project Skill Grade' which gives an overview, on average, of how well you are performing with the project aspects of the course.

Term / Date(s) Yr.8 rotation (approximately 26 lessons)

Unit title	Nutrition & Food Choice																			
Topic overview	<ul style="list-style-type: none"> Students will continue to extend and develop their understanding of ‘Principles of Nutrition & Health’ and how food needs to be changed and adapted to different dietary needs and requirements. Students will continue to develop cooking skills; preparing ingredients; using utensils to help ensure they can feed themselves and others a healthy and varied diet. Students will be developing a knowledge of the how to change meals based on special dietary needs, religions and cultures and their specific food choices. 																			
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10. PRACTICAL –Goujons	Demonstrate accurate use of knife skills. Enrobing chicken or vegetarian alternative (coating in breadcrumbs) and safe use of the oven. Cross-contamination focus as chicken is a high-risk food – Red chopping boards/hand washing/spread of bacteria. NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet. This lesson incorporates all the above.
11. Feed the Family	Application of understanding of nutrition and health through real life situations and introduction to special diets (choice/religion/ethical/Age/Preference/Allergy/Intolerance) Plan meals for a family where different needs are required. NC states that students should be able to cook dishes so that they can feed themselves and others a healthy and varied diet, in order to do this, they need to be able to understand this concept and apply it.
12. PRACTICAL – Fruit Crumble	Demonstrate the ability to be able to cook a repertoire of predominantly savoury dishes. This practical is a sweet dish but focus on reduced sugar and use of fruit. This lessons focus is revisiting core skills such as knife skills (bridge and claw). Student will learn the rubbing in method (to create the crumble topping) and revisit safe use of the oven by baking the dish. NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet.
13. Life Stages & Dietary Requirements	Application of understanding of nutrition and health and further development of key knowledge of nutrition in different life stages and special dietary needs. (Allergies/Intolerance/Medical) NC states that students should be able to cook dishes so that they can feed themselves and others a healthy and varied diet, in order to do this, they need to be able to understand this concept and apply it.
14. PRACTICAL – West African Jollof Rice	Demonstrate the ability to be able to cook a repertoire of predominantly savoury dishes. This dish a multicultural dish that revisits core skills such as knife skills (bridge and claw). In this lesson students will be able to demonstrate accurate measuring of a hot liquid and to revisit safe use of a kettle). Students will continue to develop with accuracy use of the hob. NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet.
15. Religious Dietary Needs	Social, Moral and Ethical – Understanding of different religious needs of different groups of people and how nutrition can be applied to special dietary needs. NC states that students should have knowledge of a range of savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
16. PRACTICAL – Fresh Pasta	Demonstrate the ability to be able to cook a repertoire of predominantly savoury dishes. This practical introduces core skills of making fresh pasta. Students will learn to create a dough and see a demonstration on how this is rolled out/dried and cooked. Students will continue to develop with accuracy use of the hob. NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet.
17. Chicken & The Egg READING LESSON	Identify the different parts of an egg and how an egg is produced. Which links to Food Provenance and how food is grown & transported from Farm to Fork. Students to carry out visual investigation into the anatomy of a real egg. Develop further understanding of egg sources through a newspaper article and a set of questions. This lesson also links to whole school literacy focus with a reading focus in these lessons where students independently read and infer and extract relevant information.
18. Chicken & The Egg	Develop understanding of the different types of egg farming. The positives and the negatives of the different farming methods. Identify social, moral and ethical reasons behind this kind of food production gain understanding of how to make more informed choice. NC states that students need to have an understand the source, seasonality and characteristics of a broad range of ingredients. This lesson explores all areas of this through source (food provenance) how food travels from farm to fork and explores seasonal foods and their characteristics.
19. PRACTICAL - Savoury Mince	Demonstrate the ability to be able to cook a repertoire of predominantly savoury dishes. This lessons focus is revisiting core skills such as knife skills (bridge and claw). Revisit safe use of the hob and using a saucepan to sauté and simmer a dish and accurately measuring hot water from a kettle safely. NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet.
20. Fairtrade	Develop an understanding of Fairtrade. Which links to Food Provenance and how food is grown & transported from Farm to Fork. Identify environmental factors in reducing carbon footprint. Be aware and understand seasonality and the benefits of shopping for foods in season. Identify social, moral and ethical reasons behind food production in developing countries and how more informed choices can be made. NC states that students need to have an understand the source, seasonality and characteristics of a broad range of ingredients. This lesson explores all areas of this through source (food provenance) how food travels from farm to fork and explores seasonal foods and their characteristics.
21. Fairtrade	Apply understanding of Fairtrade, Links food Provenance and how food is grown & transported from Farm to Fork. Identify environmental factors in reducing carbon footprint. Be aware and understand seasonality and the benefits of shopping for foods in season. Identify social, moral and ethical reasons behind food production in developing countries and how more informed choices can be made. NC states that students need to have an understand the source, seasonality and characteristics of a broad range of ingredients. This lesson explores all areas of this through source (food provenance) how food travels from farm to fork and explores seasonal foods and their characteristics.

	<p>22. PRACTICAL - Banana muffins</p> <p>Demonstrate the ability to be able to cook a repertoire of predominantly savoury dishes. This practical is a sweet dish but focus on reduced sugar and use of fruit to flavour. revisit accurate weighing and measuring and safe use of the oven. NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet.</p>										
	<p>23. Organic</p> <p>Develop an understanding of What organic foods are, what it means and how they are produced. Links to food provenance as key knowledge linked to sustainability and having a more positive impact on the environment. Specific links to social, moral and ethical reasons behind food production on the farm. NC states that students need to have an understand the source, seasonality and characteristics of a broad range of ingredients. This lesson explores all areas of this through source (food provenance) how food travels from farm to fork and explores seasonal foods and their characteristics.</p>										
	<p>24. PRACTICAL – Savoury Scone</p> <p>Be able to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet & become competent in a range of cooking techniques (revisiting rubbing technique) to make the scone dough. Other skills covered (rolling/shaping/ adding own flavours and fillings) and accurately measuring a cold liquid. Students may also revisit their knife skills/use of a grater (depending on their fillings) demonstrating their learnt techniques with accuracy and precision. NC states use of awareness of taste, texture and smell to decide how to season dishes and combine ingredients, adapting and using their own recipes</p>										
	<p>25. Packaging & Labelling</p> <p>Identify the legal requirements for food packaging and labelling. Developing understanding of why food is packaged and be able to understand the positive and negative impacts of packaging food. Environmental impacts of packaging food and sustainability. NC Links to food provenance (understand the source, seasonality and characteristics of a broad range of ingredients?)</p>										
Link to previous knowledge	<ul style="list-style-type: none"> • Students should have a basic knowledge from KS2 of healthy eating and where food comes from. • Students will have prepared a cooked a range of dishes in Y7 rotation • Developed knowledge built on knowledge gained in Y7 rotation • 										
Transferrable knowledge (skills)	<ul style="list-style-type: none"> • Use a range of equipment/ovens/hob safely. • Identify Macronutrients and Micronutrients and be able to identify sources and • Identify key nutrition and be able to apply the healthy guidelines to range of special dietary needs. • Understand Food Provenance and explain how and where some foods originate from and the importance of organic farming/fairtrade and packaging). • Adapt a recipe to meet individuals needs • Know how to prepare and cook foods to reduce the risk of food poisoning • Be aware of allergens/intolerances and medical needs linked to food and how to adapt recipes to meet people needs. 										
Key vocabulary (definitions)	<table border="1"> <tr> <td>Pathogen</td> <td>Dangerous micro-organism that causes food poisoning</td> </tr> <tr> <td>Sustainable</td> <td>Long lasting processes of producing food and materials in a manner that respects the environment and can continue to be produced.</td> </tr> <tr> <td>Biodegradable</td> <td>Naturally decomposes back into the environment</td> </tr> <tr> <td>Salmonella</td> <td>A type of food poisoning bacteria usually found in raw or undercooked meat, poultry, eggs and unpasteurised milk.</td> </tr> <tr> <td>Legislation</td> <td>A Law or set of Laws made up by parliament</td> </tr> </table>	Pathogen	Dangerous micro-organism that causes food poisoning	Sustainable	Long lasting processes of producing food and materials in a manner that respects the environment and can continue to be produced.	Biodegradable	Naturally decomposes back into the environment	Salmonella	A type of food poisoning bacteria usually found in raw or undercooked meat, poultry, eggs and unpasteurised milk.	Legislation	A Law or set of Laws made up by parliament
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Term / Date(s) Yr.9 rotation (approximately 14 lessons)

Unit title	How to Catch, Cook and Present food													
Topic overview	<ul style="list-style-type: none"> • Principles of Nutrition & Health and be aware of how to feed themselves and others a healthy and varied diet. • Become competent in the making of staple ingredients that can be made into a range of meals and food products. • Develop high level cooking skills and learn how to present food to make it appealing to a range of consumers. • Continue to develop an understanding of Food Provenance. 													
Key knowledge	<p>Student will learn to;</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">1. Health & Safety - Danger Zone / Bacteria / Spoilage / Temps / Food Storage</td> <td>Identify how to be safe in a food kitchen and what the correct techniques and methods are to always ensure personal and hygienic safety and also ensure that they are safe to eat through correct procedures to reduce the risk of food poisoning. NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill. This lesson ensures that they have the base line understanding of how to ensure this is executed safely and hygienically to ensure this is executed safely and hygienically to prepare and cook foods that are suitable for all people.</td> </tr> <tr> <td>2. 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NC states that students need to have an understand the source, seasonality and characteristics of a broad range of ingredients. This lesson explores all areas of this through source (food provenance) how food is sourced and travels from farm to fork and explores food waste which is an area of L1&L2 H&C course. This also links to whole school literacy focus with a reading focus in these lessons where students independently read and infer and extract relevant information.</td> </tr> <tr> <td>6. PRACTICAL - Scones</td> <td>Be able to become competent in a range of cooking techniques (Using the microwave safely). NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. This lesson incorporates the above as these scones can be made in batch to show how a sweet or savoury food could be homemade with several made at once. This also supports with introducing them at how to feed themselves and others and adapting the recipes to be healthier option by adding fruit/vegetables. This lesson also leads on to the introduction of presentation which is a section of L1/L2 H&C course where students must be aware of how to present their food to a high level with decoration.</td> </tr> </table>		1. Health & Safety - Danger Zone / Bacteria / Spoilage / Temps / Food Storage	Identify how to be safe in a food kitchen and what the correct techniques and methods are to always ensure personal and hygienic safety and also ensure that they are safe to eat through correct procedures to reduce the risk of food poisoning. NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill. 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	<p>7. Multicultural - Mexican Foods & Cuisine</p> <p>Students need to be able to understand the source, seasonality and characteristics of a broad range of ingredients so they are focusing on a Mexican as a culture to see how Mexican foods meet this criteria from the NC.</p>
	<p>8. PRACTICAL - Chilli Con Carne</p> <p>Be able to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet & become competent in a range of cooking techniques (Using the Hob safely).</p> <p>NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet. This lesson allows students to action their learning of handling raw meat and how to ensure food safety is at the forefront of their cooking.</p>
	<p>9. Packaging and law</p> <p>Students need to be aware and understand packaging and law with regards to food.</p> <p>The NC states that students need to:</p> <ul style="list-style-type: none"> • 'understand and apply the principles of nutrition and health' • 'cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet' • 'understand the source, seasonality and characteristics of a broad range of ingredients' <p>students need to be aware of how to analyse and denote Food labels and law to ensure that they know how to ensure foods are nutritious, healthy, how to cook them safely, where they originate from, what season they are grown in and what characteristics they have – all this info is found on food packaging and that they meet the legal standards and requirements.</p>
	<p>10. PRACTICAL - Cheesecake (Presentation)</p> <p>Be able to become competent in a range of cooking techniques (Using the microwave safely).</p> <p>NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. This lesson incorporates the above as these cheesecakes can be made in batch to show how a sweet food could be homemade with several made at once. This also supports with introducing them at how to feed themselves and others and adapting the recipes to be healthier option by adding fruit. This lesson also leads on to the introduction of presentation which is a section of L1/L2 H&C course where students must be aware of how to present their food to a high level with decoration.</p>
	<p>11. EHO</p> <p>This lesson is an introduction to a topic that is found on the H&C L1 & L2 specification. Students will gain an insight and introduction of knowledge and understanding of the L1 & L2 course but with an understanding of legal requirements which the Hospitality & Catering Industry must follow to ensure they are law abiding.</p> <p>The NC states that students must 'understand and apply the principles of nutrition and health' – This lesson teaches students of how the Hospitality & Catering Industry ensure consumers/customers are kept safe through the protocols and processes business must follow by law to ensure Food Contamination/Poisoning does not occur.</p>
	<p>12. PRACTICAL - Rough Puff Pastry</p> <p>Be able to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet & become competent in a range of cooking techniques (Using the Oven safely).</p>
	<p>13. PRACTICAL - Rough Puff Pinwheels</p> <p>NC states they need to be competent in a range of cooking techniques, should be taught how to cook as this is a crucial life skill that enables students to feed themselves and other affordably and well, now and in later life. Also, cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet. This lesson incorporates all the above while introducing them to the start of making a staple food that can then be adapted and developed into a range of other meals that they could feed themselves or others. Lesson 12 is the process of making pastry and lesson 13 is how the staple food can be adapted into a meal suitable for a range of consumers and diets they have learnt.</p>
Link to previous knowledge	<ul style="list-style-type: none"> • Food Safety/ Bacteria • Nutrition & Eatwell Guide • Demonstrating Practical Skills Safely • How to work safely & Hygienically • Where food is sourced from and the benefits of seasonal foods
Transferrable knowledge (skills)	<ul style="list-style-type: none"> • Identify large and small equipment and what their uses are. • Use a range of equipment/ovens safely. • Identify what the Eatwell Guide is and how to adapt a diet to ensure it meets healthy guidelines. • Understand Food Provenance and how to ensure food waste is reduced. • Evaluate foods using their 5 senses. • Know how to prepare and cook foods to reduce the risk of food poisoning • Be aware of allergens & intolerances linked to food and how to adapt recipes to meet people needs. • Understand other cultures and their traditional foods/ingredients and how they are sourced and made • How to analyse food packaging • Have a clear understanding of a Career in the H&C Industry that ensures consumer safety

Key vocabulary (definitions)	<ul style="list-style-type: none"> • Health / Safety / Hygiene • Skills / Techniques / Equipment / Bridge / Claw / Cooking / Cooling / Preparation / Presentation • Eatwell Guide / Healthy Eating • Provenance / Fishing / Over Fishing / Seasonal Foods • Culture / Tradition / Cuisine • Packaging / Labelling / Law • Environmental Health Officer
Key assessments	<ul style="list-style-type: none"> • Assessment Percentage Grade - percentage achieved in a written assessment (this indicates how much is recalled & remembered) • Project Skills Grade - a 'Project Skill Grade' which gives an overview, on average, of how well you are performing with the project aspects of the course.