

## SUBJECT: Food Preparation and Nutrition

**Key Stage 3: Curriculum Intent (BRIEF):** Students will create a range of dishes based around the Eatwell Guide. Each year the student's food products will have more skill involved. Students are shown a demonstration, they then create the dish and finally evaluate how their dishes went.

2019-20	Year 7 Carousel	Year 8 Carousel	Year 9 Carousel
Autumn 1 & 2	<p><b>Topic:</b> Fruits and Vegetables <b>Product:</b> Apple Crumble</p> <ul style="list-style-type: none"> <li>-Health, Safety and hygiene</li> <li>-Cleaning up</li> <li>-Eatwell Guide</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Personal hygiene</li> <li>-How to clean correctly</li> <li>-Discussing the Eatwell guide.</li> <li>-Getting to know equipment</li> </ul> <p><b>Links to prior learning.</b></p> <p>Progression from KS2 curriculum...</p> <ul style="list-style-type: none"> <li>-Basic making skills</li> <li>-Exploring and evaluating food samples and products</li> <li>-Basic cooking skills</li> </ul> <p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>- <b>English</b>- literacy, writing methods and evaluations.</li> <li>-<b>Geography</b>- learning about seasons and how the climate change can affect fruits and vegetables.</li> <li>-<b>Maths</b>- weighing out ingredients.</li> <li>-<b>Science and PE</b>- learning what ingredients provide our bodies with.</li> </ul> <p><b>Literacy: Key words</b></p> <p>Fruits, vitamins and minerals, bridge and claw, rubbing in method, temperature, texture.</p>	<p><b>Topic:</b> Fruits and Vegetables <b>Product:</b> Dutch Apple cake</p> <ul style="list-style-type: none"> <li>-Health, Safety and hygiene</li> <li>-Cleaning up</li> <li>-Eatwell Guide</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Personal hygiene</li> <li>-How to clean correctly</li> <li>-Discussing the Eatwell guide.</li> </ul> <p><b>Links to prior learning.</b></p> <p>Progression from year 7 curriculum...</p> <ul style="list-style-type: none"> <li>-Slightly more complex making skills</li> <li>-Exploring and evaluating food samples and products</li> <li>- Slightly advanced cooking skills</li> </ul> <p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>- <b>English</b>- literacy, writing methods and evaluations.</li> <li>-<b>Geography</b>- learning about seasons and how the climate change can affect fruits and vegetables.</li> <li>-<b>Maths</b>- weighing out ingredients.</li> <li>-<b>Science and PE</b>- learning what ingredients provide our bodies with.</li> </ul> <p><b>Literacy: Key words</b></p> <p>Fruits, vitamins and minerals, bridge and claw, all in one, bacteria, danger zone.</p>	<p><b>Topic:</b> Fruits and Vegetables <b>Product:</b> Breakfast Muffins</p> <ul style="list-style-type: none"> <li>-Health, Safety and hygiene</li> <li>-Cleaning up</li> <li>-Eatwell Guide</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Personal hygiene</li> <li>-How to clean correctly</li> <li>-Discussing the Eatwell guide.</li> <li>- Learning about vitamins K,A,D and E</li> </ul> <p><b>Links to prior learning.</b></p> <p>Progression from year 8 curriculum...</p> <ul style="list-style-type: none"> <li>-More complex making skills</li> <li>-Exploring and evaluating food samples and products</li> <li>-Advanced cooking skills</li> </ul> <p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>- <b>English</b>- literacy, writing methods and evaluations.</li> <li>-<b>Geography</b>- learning about seasons and how the climate change can affect fruits and vegetables.</li> <li>-<b>Maths</b>- weighing out ingredients.</li> <li>-<b>Science and PE</b>- learning what ingredients provide our bodies with.</li> </ul> <p><b>Literacy: Key words</b></p> <p>Fruits, vitamins and minerals, bridge and claw, all in one, vitamins K,A,D,E, benefits</p>

	<p><b>Topic:</b> Milk and dairy <b>Product:</b> Smoothie</p> <ul style="list-style-type: none"> <li>-Learn how to use the blender safely</li> <li>-How to wash up correctly,</li> <li>- What are dairy products and alternatives, and what do they do for our bodies</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Hygiene (personal and working environment)</li> <li>-Knife skills</li> <li>-Preparing fruit and vegetables</li> <li>-Use of Equipment</li> </ul> <p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>-Discussing allergies that some consumers may have and alternatives they can have, (vegan, lactose intolerant)</li> <li>-English- literacy, explaining methods for making smoothies and evaluating.</li> <li>-Biology- learning what calcium does to our body if you consume too much and not enough.</li> <li>Maths- weighing out ingredients.</li> </ul> <p><b>Literacy: Key words</b></p> <p>Dairy, alternatives, blender, sweet, sour and calcium and lactose intolerant.</p>	<p><b>Topic:</b> Milk and dairy <b>Product:</b> Cheesecake</p> <ul style="list-style-type: none"> <li>-Learning about what dairy products do for our bodies, where do we get calcium from and why do we need it.</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Hygiene (personal and working environment)</li> <li>-Use of Equipment</li> <li>-Working on timings to make sure they finish on time.</li> </ul> <p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>-Discussing allergies that some consumers may have and alternatives they can have, (vegan, lactose intolerant)</li> <li>-English- literacy, explaining methods for making cheesecake and evaluating.</li> <li>-Biology- learning what calcium does to our body if you consume too much and not enough.</li> <li>Maths- weighing out ingredients.</li> </ul> <p><b>Literacy: Key words</b></p> <p>Dairy, alternatives, sweet, bind, blend, danger zone, bacterial growth- time, temperature, moisture and food.</p>	<p><b>Topic:</b> Milk and dairy <b>Product:</b> Cauliflower cheese</p> <ul style="list-style-type: none"> <li>-Learning about what dairy products do for our</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Hygiene (personal and working environment)</li> <li>-Knife skills</li> <li>-Preparing vegetables</li> <li>-Use of Equipment</li> <li>-Use of cooker</li> </ul> <p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>-Discussing allergies that some consumers may have and alternatives they can have, (vegan, lactose intolerant)</li> <li>-English- literacy, explaining methods for making cauliflower cheese and evaluating.</li> <li>-Biology- learning what calcium does to our body if you consume too much and not enough.</li> <li>Maths- weighing out ingredients.</li> </ul> <p><b>Literacy: Key words</b></p> <p>Dairy, alternatives, calcium,</p>
Spring 1 & 2	<p><b>Topic:</b> Cereals and starches <b>Product:</b> Pizza</p> <ul style="list-style-type: none"> <li>-Create the base themselves, add their passata and toppings and cook them in the ovens.</li> <li>-discuss what happens if you consume too many carbohydrates, and if you don't consume enough.</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Knife skills</li> <li>-Preparing fruit and vegetables</li> <li>-Use of Cooker</li> </ul>	<p><b>Topic:</b> Cereals and starches <b>Product:</b> Pasta bake</p> <ul style="list-style-type: none"> <li>-Create a roux sauce to add to their pasta</li> <li>-discuss what happens if you consume too many carbohydrates, and if you don't consume enough.</li> <li>-boiling pasta, knowing when it's cooked thoroughly.</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Creating a roux sauce from scratch</li> </ul>	<p><b>Topic:</b> Cereals and starches <b>Product:</b> Quiche</p> <ul style="list-style-type: none"> <li>-Making their own short crust pastry</li> <li>-discuss what happens if you consume too many carbohydrates, and if you don't consume enough.</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Creating a short crust pastry</li> <li>-Use of Cooker- blind baking pastry and cooking with filling too.</li> </ul>

	<p>-Cooking methods -Prepare combine shape <b>Links to British Values, SMSC and work-related learning</b> -English- literacy, explaining methods for making their pizza and evaluating it. -Biology- learning what we gain from eating carbohydrates and how our bodies use the energy. -Geography- learning where pizzas originated from. -Maths- weighing out ingredients.</p> <p><b>Literacy: Key words</b> Carbohydrates, pizza, passata, dough, tepid, gluten, coeliac</p>	<p>-Use of Cooker -Cooking methods- boiling and sauce making, using the grill to melt the cheese topping <b>Links to British Values, SMSC and work-related learning</b> -English- literacy, explaining methods for making their pasta bake and evaluating it. -Biology- learning what we gain from eating carbohydrates and how our bodies use the energy. -Geography- learning where pasta originated from. -Maths- weighing out ingredients.</p> <p><b>Literacy: Key words</b> Carbohydrates, pasta, roux, viscosity, gluten, coeliac, sugar and starchy carbohydrates and temperatures.</p>	<p><b>Links to British Values, SMSC and work-related learning</b> -English- literacy, explaining methods for making their quiche and evaluating it. -Biology- learning what we gain from eating carbohydrates and how our bodies use the energy. -Geography- learning where quiche originated from. -Maths- weighing out ingredients.</p> <p><b>Literacy: Key words</b> Carbohydrates, gluten, coeliac, sugar and starchy carbohydrates, shortening, blind baking.</p>
<p>Summer 1 &amp; 2</p>	<p><b>Topic:</b> Beans, Pulses, fish, eggs, meat and other proteins. <b>Product:</b> Chicken Fajitas</p> <p>-This is the most complex dish the students make this year. A lot of emphasis is based on making sure the students know when their chicken is cooked. The students use a range of techniques for creating this dish. -Students will learn about: -cross contamination and how to minimise it, -preparing their chicken strips, -chopping their vegetables, -frying their chicken and -checking for readiness.</p> <p><b>Content covered, including knowledge and skills.</b> -Knife skills- knowing the difference between meat and fruit and vegetable knives. -Preparing vegetables and meat- knowing the coloured boards needed -Use of Cooker -Cooking methods (frying)</p>	<p><b>Topic:</b> Beans, Pulses, fish, eggs, meat and other proteins. <b>Product:</b> Hamburgers</p> <p>-This is the most complex dish the students make this year. A lot of emphasis is based on making sure the students know when their burgers are cooked. The students use a range of techniques for creating this dish. -Students will learn about: -cross contamination and how to minimise it, -preparing their mince, adding egg to bind and herbs to add flavour -shaping their burgers -frying their burgers -checking for readiness.</p> <p><b>Content covered, including knowledge and skills.</b> -Preparing meat- knowing the coloured boards needed -Use of Cooker -Cooking methods (frying) -forming burger shapes</p>	<p><b>Topic:</b> Beans, Pulses, fish, eggs, meat and other proteins. <b>Product:</b> Chicken Stir-fry</p> <p>-Students will learn about: -cross contamination and how to minimise it, -preparing their chicken and vegetables ready to be stir-fried -making sure they are working quickly and carefully because wok's can get hot. -checking for readiness.</p> <p><b>Content covered, including knowledge and skills.</b> -Preparing meat- knowing the coloured boards needed -Use of Cooker -Cooking methods (frying)</p> <p><b>Links to British Values, SMSC and work-related learning</b> - English- being able to explain and analyse how the dish should be and how it went. -Biology/PE- learning why we need protein in our diets and what happens if we don't use protein. -Maths- weighing out their ingredients -Geography- learning where stirfries originate from.</p>

	<p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>- English- being able to explain and analyse how the dish should be and how it went.</li> <li>-Biology/PE- learning why we need protein in our diets and what happens if we don't use protein.</li> <li>-Maths- weighing out their ingredients</li> </ul> <p><b>Literacy: Key words</b></p> <p>Protein, muscle, core temperature, frying, chopping, cross contamination.</p>	<p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>- English- being able to explain and analyse how the dish should be and how it went.</li> <li>-Biology/PE- learning why we need protein in our diets and what happens if we don't use protein.</li> <li>-Maths- weighing out their ingredients</li> </ul> <p><b>Literacy: Key words</b></p> <p>Protein, muscle, core temperature, frying, chopping, cross contamination, HBV and LBV, Food labelling. Adapting (for vegans, vegetarians or pescatarians)</p>	<p><b>Literacy: Key words</b></p> <p>Protein, muscle, core temperature, frying, chopping, cross contamination, Adapting (for vegans, vegetarians or pescatarians)</p>
	<p><b>Topic:</b> Cross curricular <b>Product:</b> Cookies</p> <p>Students will use their cookie cutters created in D&amp;T. They will-</p> <ul style="list-style-type: none"> <li>-thoroughly wash their cookie cutter</li> <li>-roll out their cookie dough to the correct consistency</li> <li>- use their cutters</li> <li>-bake until golden brown</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Rolling out to the correct thickness</li> <li>-use of equipment (flour dredgers, rolling pins and cookie cutters)</li> <li>-Use of ovens</li> </ul> <p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>- D&amp;T- Putting a product into action and seeing if their designs worked well or if they need to be adapted.</li> <li>- English- being able to explain and analyse how the cookies should be and how it went.</li> <li>-Maths- weighing out their ingredients</li> </ul> <p><b>Literacy: Key words</b></p> <p>Cross curricular, vacuum forming, golden brown, thickness and texture</p>	<p><b>Topic:</b> Cross curricular <b>Product:</b> Chocolate mould</p> <p>Students will use their chocolate moulds created in D&amp;T. They will-</p> <ul style="list-style-type: none"> <li>-thoroughly wash their chocolate mould</li> <li>-pour their chocolate into the mould and spread it around and tap out their air bubbles</li> <li>- place in the fridge until hard.</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-Pouring the chocolate so it is even all over</li> <li>- learning a safe way to melt chocolate</li> <li>-understanding how the chocolate melts and solidifies again depending on it's temperature</li> </ul> <p><b>Links to British Values, SMSC and work-related learning</b></p> <ul style="list-style-type: none"> <li>- D&amp;T- Putting a product into action and seeing if their designs worked well or if they need to be adapted.</li> <li>- English- being able to explain and analyse how the cookies should be and how it went.</li> <li>-Maths- weighing out their ingredients</li> </ul> <p><b>Literacy: Key words</b></p> <p>Cross curricular, vacuum forming, thickness, melting, solidify and test for readiness.</p>	<p><b>Topic:</b> Oils and Spreads <b>Product-</b> Flapjacks</p> <p>Flapjacks students will gain knowledge by</p> <ul style="list-style-type: none"> <li>-weighing ingredients</li> <li>-measuring liquids</li> <li>-Melting and simmering butter-</li> <li>-cutting and chopping</li> <li>-Mixing, stirring and combining and</li> <li>-baking their flapjacks</li> </ul> <p><b>Content covered, including knowledge and skills.</b></p> <ul style="list-style-type: none"> <li>-being able to manage multiple tasks</li> <li>-knowing the correct consistency needed.</li> <li>-adding spices to advance flavours</li> <li>-making sure their product doesn't stick to the tin</li> </ul> <p><b>Links to British Values, SMSC and Work-related learning</b></p> <ul style="list-style-type: none"> <li>-English- explaining and analysing how their product looks and the nutritional value.</li> <li>Maths- weighing out ingredients</li> <li>Biology/PE- Learning what the product provides our bodies with.</li> </ul> <p><b>Literacy: Key words</b></p> <p>Oats, consistency, crunchy, cooking time, test for readiness, baked.</p>

