

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.

2021-22	Year 7 Carousel	Year 8 Carousel	Year 9 Carousel
<p>Autumn 1 & 2</p>	<p>Topic: Fruits and Vegetables Product: Apple Crumble</p> <ul style="list-style-type: none"> -Health, Safety and hygiene -Cleaning up -Eatwell Guide <p>Content covered, including knowledge and skills.</p> <ul style="list-style-type: none"> -Personal hygiene -How to clean correctly -Discussing the Eatwell guide. -Getting to know equipment <p>Links to prior learning.</p> <p>Progression from KS2 curriculum...</p> <ul style="list-style-type: none"> -Basic making skills -Exploring and evaluating food samples and products -Basic cooking skills <p>Links to British Values, SMSC and work-related learning</p> <ul style="list-style-type: none"> - English- literacy, writing methods and evaluations. -Geography- learning about seasons and how the climate change can affect fruits and vegetables. -Maths- weighing out ingredients. -Science and PE- learning what ingredients provide our bodies with. <p>Literacy: Key words</p> <p>Fruits, vitamins and minerals, bridge and claw, rubbing in method, temperature, texture.</p>	<p>Topic: Fruits and Vegetables Product: Dutch Apple cake</p> <ul style="list-style-type: none"> -Health, Safety and hygiene -Cleaning up -Eatwell Guide <p>Content covered, including knowledge and skills.</p> <ul style="list-style-type: none"> -Personal hygiene -How to clean correctly -Discussing the Eatwell guide. <p>Links to prior learning.</p> <p>Progression from year 7 curriculum...</p> <ul style="list-style-type: none"> -Slightly more complex making skills -Exploring and evaluating food samples and products - Slightly advanced cooking skills <p>Links to British Values, SMSC and work-related learning</p> <ul style="list-style-type: none"> - English- literacy, writing methods and evaluations. -Geography- learning about seasons and how the climate change can affect fruits and vegetables. -Maths- weighing out ingredients. -Science and PE- learning what ingredients provide our bodies with. <p>Literacy: Key words</p> <p>Fruits, vitamins and minerals, bridge and claw, all in one, bacteria, danger zone.</p>	<p>Topic: Fruits and Vegetables Product: Breakfast Muffins</p> <ul style="list-style-type: none"> -Health, Safety and hygiene -Cleaning up -Eatwell Guide <p>Content covered, including knowledge and skills.</p> <ul style="list-style-type: none"> -Personal hygiene -How to clean correctly -Discussing the Eatwell guide. - Learning about vitamins K,A,D and E <p>Links to prior learning.</p> <p>Progression from year 8 curriculum...</p> <ul style="list-style-type: none"> -More complex making skills -Exploring and evaluating food samples and products -Advanced cooking skills <p>Links to British Values, SMSC and work-related learning</p> <ul style="list-style-type: none"> - English- literacy, writing methods and evaluations. -Geography- learning about seasons and how the climate change can affect fruits and vegetables. -Maths- weighing out ingredients. -Science and PE- learning what ingredients provide our bodies with. <p>Literacy: Key words</p> <p>Fruits, vitamins and minerals, bridge and claw, all in one, vitamins K,A,D,E, benefits</p>

Topic: Milk and dairy **Product:** Smoothie

- Learn how to use the blender safely
- How to wash up correctly,
- What are dairy products and alternatives, and what do they do for our bodies

Content covered, including knowledge and skills.

- Hygiene (personal and working environment)
- Knife skills
- Preparing fruit and vegetables
- Use of Equipment

Links to British Values, SMSC and work-related learning

- Discussing allergies that some consumers may have and alternatives they can have, (vegan, lactose intolerant)
- English- literacy, explaining methods for making smoothies and evaluating.
- Biology- learning what calcium does to our body if you consume too much and not enough.
- Maths- weighing out ingredients.

Literacy: Key words

Dairy, alternatives, blender, sweet, sour and calcium and lactose intolerant.

Topic: Milk and dairy
Product: Cheesecake

- Learning about what dairy products do for our bodies, where do we get calcium from and why do we need it.

Content covered, including knowledge and skills.

- Hygiene (personal and working environment) - Use of Equipment
- Working on timings to make sure they finish on time.

Links to British Values, SMSC and work-related learning

- Discussing allergies that some consumers may have and alternatives they can have, (vegan, lactose intolerant)
- English- literacy, explaining methods for making cheesecake and evaluating.
- Biology- learning what calcium does to our body if you consume too much and not enough.
- Maths- weighing out ingredients.

Literacy: Key words

Dairy, alternatives, sweet, bind, blend, danger zone, bacterial growth- time, temperature, moisture and food.

Topic: Milk and dairy
Product: Cauliflower cheese

- Learning about what dairy products do for our

Content covered, including knowledge and skills.

- Hygiene (personal and working environment)
- Knife skills
- Preparing vegetables
- Use of Equipment
- Use of cooker

Links to British Values, SMSC and work-related learning

- Discussing allergies that some consumers may have and alternatives they can have, (vegan, lactose intolerant) - English- literacy, explaining methods for making cauliflower cheese and evaluating.
- Biology- learning what calcium does to our body if you consume too much and not enough.
- Maths- weighing out ingredients.

Literacy: Key words

Dairy, alternatives, calcium,

<p>Spring 1 & 2</p>	<p>Topic: Cereals and starches Product: Pizza</p> <p>-Create the base themselves, add their passata and toppings and cook them in the ovens. -discuss what happens if you consume too many carbohydrates, and if you don't consume enough.</p> <p>Content covered, including knowledge and skills. -Knife skills -Preparing fruit and vegetables -Use of Cooker</p>	<p>Topic: Cereals and starches Product: Pasta bake</p> <p>-Create a roux sauce to add to their pasta -discuss what happens if you consume too many carbohydrates, and if you don't consume enough. -boiling pasta, knowing when it's cooked thoroughly.</p> <p>Content covered, including knowledge and skills. -Creating a roux sauce from scratch</p>	<p>Topic: Cereals and starches Product: Quiche</p> <p>-Making their own short crust pastry -discuss what happens if you consume too many carbohydrates, and if you don't consume enough.</p> <p>Content covered, including knowledge and skills. -Creating a short crust pastry -Use of Cooker- blind baking pastry and cooking with filling too.</p>
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	<p>-Cooking methods -Prepare combine shape Links to British Values, SMSC and work-related learning -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>Literacy: Key words 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 Links to British Values, SMSC and work-related learning -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>Literacy: Key words Carbohydrates, pasta, roux, viscosity, gluten, coeliac, sugar and starchy carbohydrates and temperatures.</p>	<p>Links to British Values, SMSC and work-related learning 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>Literacy: Key words Carbohydrates, gluten, coeliac, sugar and starchy carbohydrates, shortening, blind baking.</p>
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<p>Summer 1 & 2</p>	<p>Topic: Beans, Pulses, fish, eggs, meat and other proteins. Product: 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>Content covered, including knowledge and skills. 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>Topic: Beans, Pulses, fish, eggs, meat and other proteins. Product: 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>Content covered, including knowledge and skills. - Preparing meat- knowing the coloured boards needed -Use of Cooker -Cooking methods (frying) -forming burger shapes</p>	<p>Topic: Beans, Pulses, fish, eggs, meat and other proteins. Product: 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>Content covered, including knowledge and skills. Preparing meat- knowing the coloured boards needed -Use of Cooker -Cooking methods (frying)</p> <p>Links to British Values, SMSC and work-related learning - 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>Links to British Values, SMSC and work-related learning - 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</p> <p>Literacy: Key words Protein, muscle, core temperature, frying, chopping, cross contamination.</p>	<p>Links to British Values, SMSC and work-related learning - D&T- Putting a product into action and seeing if their designs worked well or if they need to be adapted. - English- being able to explain and analyse how the cookies should be and how it went. -Maths- weighing out their ingredients</p> <p>Literacy: Key words Cross curricular, vacuum forming, golden brown, thickness and texture</p>	<p>Literacy: Key words Protein, muscle, core temperature, frying, chopping, cross contamination, Adapting (for vegans, vegetarians or pescatarians)</p>

<p>Topic: Cross curricular Product: Cookies Students will use their cookie cutters created in D&T. They will- -thoroughly wash their cookie cutter -roll out their cookie dough to the correct consistency - use their cutters -bake until golden brown</p> <p>Content covered, including knowledge and skills. Rolling out to the correct thickness -use of equipment (flour dredgers, rolling pins and cookie cutters) -Use of ovens</p> <p>Links to British Values, SMSC and work-related learning - 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</p> <p>Literacy: Key words Protein, muscle, core temperature, frying, chopping, cross contamination, HBV and LBV, Food labelling. Adapting (for vegans, vegetarians or pescatarians)</p>	<p>Topic: Cross curricular Product: Chocolate mould</p> <p>Students will use their chocolate moulds created in D&T. They will- -thoroughly wash their chocolate mould -pour their chocolate into the mould and spread it around and tap out their air bubbles - place in the fridge until hard.</p> <p>Content covered, including knowledge and skills. -Pouring the chocolate so it is even all over - learning a safe way to melt chocolate understanding how the chocolate melts and solidifies again depending on it's temperature</p> <p>Links to British Values, SMSC and work-related learning - D&T- Putting a product into action and seeing if their designs worked well or if they need to be adapted. - English- being able to explain and analyse how the cookies should be and how it went. . -Maths- weighing out their ingredients</p> <p>Literacy: Key words Cross curricular, vacuum forming, thickness, melting, solidify and test for readiness.</p>	<p>Topic: Oils and Spreads Product- Flapjacks</p> <p>Flapjacks students will gain knowledge by -weighing ingredients -measuring liquids -Melting and simmering butter- -cutting and chopping -Mixing, stirring and combining and -baking their flapjacks</p> <p>Content covered, including knowledge and skills. being able to manage multiple tasks -knowing the correct consistency needed. -adding spices to advance flavours -making sure their product doesn't stick to the tin</p> <p>Links to British Values, SMSC and Work-related learning English- explaining and analysing how their product looks and the nutritional value. Maths- weighing out ingredients Biology/PE- Learning what the product provides our bodies with.</p> <p>Literacy: Key words Oats, consistency, crunchy, cooking time, test for readiness, baked.</p>
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