

Scheme of work: Year 9 to GCSE

Introduction

This scheme of work has been developed as a foundation course to prepare Year 9 students for the new GCSE Food Preparation and Nutrition. It is intended to be a practical and creative course which focuses on providing students with the necessary practical skills and nutritional knowledge they will need before commencing GCSE study. It is designed to be flexible, covering 20 sessions which can be easily adapted to meet individual schools' curriculum requirements. The recipe suggestions are examples only and may be substituted to meet the individual needs of different schools and their students. It is anticipated that schools with one hour lessons will need to adapt the content or extend over additional sessions.

The national curriculum programs of study for KS3 Cooking and nutrition are covered and the course features an end of unit Food Preparation Task linked to the core topics delivered at GCSE:

1. Food, nutrition and health.
2. Food science.
3. Food safety.
4. Food choice.
5. Food provenance.

National curriculum requirements at KS3

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts, such as the home, health, leisure and culture, and where possible industrial contexts. Students will be taught to prepare and cook a range of nutritionally balanced dishes safely and hygienically.

The course aims to extend students' knowledge and understanding of food, diet and health, further developing their practical skills in food preparation and different cooking techniques enabling them to make informed decisions about their own diet and food choices.

Teach alongside: NC KS3 Design and Technology, English (literacy), Mathematics (numeracy,) Science and PSHE.

Preparation for GCSE course

By the end of the course pupils will be required to:

1. Understand and apply the principles of nutrition and health to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.
2. Become competent in a range of cooking techniques, for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes.
3. Understand the source, seasonality and characteristics of a broad range of ingredients.
4. How to modify recipes and cook a range of dishes that promote current healthy eating messages.
5. How to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption.
6. How to use a broader range of preparation techniques and practical skills when cooking.
7. How to adapt and use their own recipes to meet a range of dietary needs and life stages.
8. How to use awareness of taste, texture and smell to decide how to season dishes and combine ingredients.
9. The principles of food safety, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.
10. How to cook a range of high quality dishes with a good level of finish and presentation, containing a variety of different colours, flavours and textures.

Prior knowledge

Pupils will build upon prior learning from both year 7 and 8 Design and Technology. They will enhance their knowledge and understanding of what constitutes a healthy balanced diet and good nutrition. This includes the eatwell plate, energy balance and the role of the nutrients in a balanced diet. They should already have a range of different practical skills to make a repertoire of predominantly savoury products which meet current guidelines for healthy eating. The course is designed to be easily adapted to be tailor made to meet the individual needs of different schools, curriculum time, teachers and students. Teachers can have the flexibility of specifying an individual recipe for a whole class to make or giving restricted choice from a selection of one or more of the recipes from the suggested range of practical outcomes listed. All the activities and lessons can be easily adapted to cater for different dietary needs, reduce costs and timings. Practical work can also be carried out in pairs and in groups to reduce costs of ingredients.

Session plan

Session 1

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To demonstrate knowledge and understanding of The eatwell plate guidelines and proportions.</p> <p>To identify the main nutrients required for a healthy balanced diet.</p> <p>To identify the nutritional needs of a teenager.</p> <p>To identify the main factors that affect dietary needs throughout different life stages.</p> <p>To select a suitable starter or savoury light lunch dish to make that meets guidelines of The eatwell plate, nutritionally balanced and appealing to a teenager.</p>	<p>Savoury light lunch for a teenager: soups, starters or lighter bites.</p> <p>Starter activity</p> <p>Identification of the main food groups in The eatwell plate.</p> <p>Interactive card sort of different food photographs into the correct categories. Identification of the main nutrients, (protein, carbohydrates, fats, vitamins A, B group, C, D, calcium and iron), sources and why they are needed in the body and foods.</p> <p>Main activity</p> <p>Plan, prepare and cook a healthy light lunch that meets the recommended guidelines of The eatwell plate. The dish must be nutritionally balanced and appealing to teenagers.</p> <p>Teacher demonstration of one of the possible dishes below:</p> <ul style="list-style-type: none"> • homemade soup • stuffed vegetables • chicken Caesar salad/ pasta salad • samosas/ spring rolls • veggie stir fry/ chow mein. <p>Questioning for learning:</p> <ul style="list-style-type: none"> • What are the nutritional needs of a teenager? • How and why our dietary needs change through life? <p>Plenary: discussion</p> <p>Teenage dietary needs.</p> <p>Home learning and extension activity:</p>	<p>Signpost British Nutrition Foundation (BNF) resources.</p> <p>Differentiated PowerPoints, note taking activities and interactive tutorials on The eatwell plate, nutrients and the dietary needs of different life stages.</p> <p>Differentiation of skills and outcomes in recipes.</p> <p>Differentiated research task on healthy eating and nutrition.</p>	<p>Food a fact of life</p> <p>British Nutrition Foundation</p> <p>All about food</p> <p>Food Standards Agency</p> <p>Meat and Education Resources</p> <p>My learning journey booklet Word</p> <p>The eatwell plate PDF</p> <p>Nutrients podcasts:</p> <p>Food a fact of life - Macronutrients</p> <p>Different dietary needs through life presentations</p> <p>Food a fact of life - General resources</p> <p>Soup and starter recipes.</p>

	<ol style="list-style-type: none">1. Bring in ingredients for practical work.2. Differentiated research homework on healthy eating guidelines, nutrients, dietary reference values for teenagers. Explain why it is important that teenagers make healthy choices when choosing what to eat.		
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Session 2

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To cook and serve a healthy savoury lunch product for a teenager.</p> <p>To demonstrate the essential skills of preparing and cooking a simple soup, starter or lunch.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To demonstrate a good working routine in the food room.</p> <p>To explain how the ingredients in their dish provide the necessary energy and nutrients to meet the dietary reference values (DRVs) for teenagers.</p>	<p>Practical session 1 - Savoury light lunch: soups, starters and light bites.</p> <p>Practical briefing</p> <p>Students lined up outside food room. Allocation of 5 minutes class set up time with online stop watch.</p> <p>Registration, go through the learning objectives and learning outcomes for the lesson. Go through assessment for learning if appropriate to lesson.</p> <p>Starter activity</p> <p>Questioning for learning: recap What makes a successful practical lesson? Preparation for practical work on starter or light lunch.</p> <p>Main activity. Student will:</p> <ol style="list-style-type: none"> 1. Prepare, cook and serve a healthy soup, starter or light lunch meal that will appeal to teenagers. 2. Follow a set of instructions carefully with the awareness of the importance of working safely and hygienically at all times. 3. Develop a good workshop routine, working independently whilst adhering to tight time deadlines and producing a good quality lunch dish with a high level of finish. 4. Work effectively as a team to clear away work stations and equipment following the essential instructions to maintain high standards of cleanliness and good hygiene throughout. 	<p>Lesson PowerPoint.</p> <p>Individual recipe cards for adaption.</p> <p>Work cards on adapting recipes to make healthier. Photographic display of exemplar dishes.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Safety and hygiene cards to extend the application of safety and hygiene.</p> <p>Differentiated literacy materials with sentence starters to accompany evaluation and analysis of dishes made.</p>	<p>Guidelines and instructions for setting up a practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Teachers to select a soup or starter from list not previously made in Year 7 or 8.</p> <p>Individual recipes laminated on workstations for student use and/or PowerPoint of instructions on interactive.</p> <p>Lesson PowerPoint on interactive whiteboard for practical work.</p> <p>Recipes laminated on tables for student use.</p> <p>Group work guidelines and instructions for setting up a practical lesson.</p> <p>Possible practical outcomes:</p> <ul style="list-style-type: none"> • homemade soup • stuffed vegetables • chicken Caesar salad/ pasta salad • deli kebabs samosas/ spring rolls/ stir fry/ chow mein.

	<p>5. Serve dish and present for assessment.</p> <p>Plenary: celebration display and teacher or peer assessment of final food products.</p> <p>Home learning and extension activity: sensory analysis and evaluation of how suitable dish made was for a teenager. Complete nutritional profile of dish.</p>		
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Session 3

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To become familiar with ingredients and cuisine from another country.</p> <p>To recognize that a variety of food is needed in our diets because different foods provide different nutrients for good health and a balanced diet.</p> <p>To describe and explain the importance of energy balance, physical activity and the implications of dietary excess/ deficiency, eg malnutrition, maintenance of a healthy weight.</p> <p>To describe and explain the importance of good food safety and hygiene when preparing and cooking high risk ingredients such as chicken.</p> <p>To identify the main health issues related to diet.</p>	<p>Mexican madness: spicy wraps and salsa.</p> <p>Tortilla wraps, fajitas, enchiladas, quesadillas or burritos.</p> <p>Starter video on energy or use of differentiated PowerPoints from resources list.</p> <p>Discussion: Why is it important to get the energy balance correct when making food choices as a teenager?</p> <p>Main activity: teacher demonstration of fajitas, enchiladas, quesadillas or burritos recipe.</p> <p>Questioning for learning and group discussion: nutrients, food groups in recipe, energy sources and how the dish could be adapted for vegetarians and any special dietary needs.</p> <p>Further questioning for learning: how to prepare, cook, serve and store the dish safely and hygienically during the lesson. Explain differences between the dishes and suggest differentiated outcomes with salad and salsa.</p> <p>Plenary: group activity and discussion. Where does our energy come from? Group discussion using the energy chart.</p> <p>Home learning and extension activity:</p> <ol style="list-style-type: none"> 1. Bring in all ingredients for fajitas, enchiladas or burritos with filling of choice. 2. Find out the definitions of the following nutritional terms: kilocalorie (kcal), kilojoule (kJ), 	<p>Signpost BNF resources.</p> <p>Differentiated PowerPoints, note taking activities and interactive tutorials on the importance of teenagers consuming a nutritionally balanced diet with the correct energy balance in life.</p> <p>Differentiation of skills and outcomes in recipes.</p> <p>Differentiation through effective questioning techniques through use of Bloom's taxonomy.</p> <p>Differentiated home learning task on effects of consuming too much or too little energy.</p>	<p>Recipe sheets:</p> <ul style="list-style-type: none"> • fajitas • enchiladas • burritos. <p>Food a fact of life – Exploring energy</p> <p>Food a fact of life – Energy resources</p> <p>Food a fact of life – Energy (Extension) PPT</p> <p>Food a fact of life</p>

	<p>physical activity level (PAL), dietary reference values (DRV) and basal metabolic rate (BMR).</p> <p>3. Using the BNF PowerPoint or Food a fact of life website, research what the possible effects of consuming a diet too high in energy are. What is the long term effect on a teenager's health?</p>		
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Session 4

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To prepare, cook and serve a healthy fajita or tortilla wrap that contains protein, carbohydrate and at least 2–3 portions of your 5 a day.</p> <p>To demonstrate the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically.</p> <p>To demonstrate an awareness of taste, texture and smell to decide how to season dishes and combine ingredients.</p> <p>To demonstrate safe and hygienic working practices in the food room following teacher instructions and given recipes.</p> <p>To serve dishes with a high level of finish.</p>	<p>Practical session 2 – Mexican madness.</p> <p>Tortilla wraps, fajitas, enchiladas, quesadillas or burritos.</p> <p>Registration, learning objectives and learning outcomes outlined for the lesson.</p> <p>Starter activity</p> <p>Questioning for learning:</p> <p>Essential criteria for another successful practical lesson. Preparation for practical work on fajitas. Risk assessment discussion and hygiene and safety briefing for the lesson. Cross contamination risk between raw and cooked meats identified and explained.</p> <p>Main activity. Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate safe and hygienic preparation of vegetables and chicken using different knife skills. 2. Stir-fry the chicken and vegetables, adding sauces and seasonings as required. 3. Apply effective control of time and temperature to cook a high quality filling on the hob. 4. Wrap the filling in the tortilla. Adding any salsas, garnishes and dressings. 5. Present and serve up fajitas, enchiladas, burritos, and quesadillas for assessment. Serve with any suitable salad or salsa. 6. Group work with different roles to wash up, and clean the surfaces and equipment under 	<p>Signpost BNF resources.</p> <p>Differentiation of skills and outcomes in recipes.</p> <p>Differentiation through effective questioning techniques through use of Bloom's taxonomy.</p>	<p>Lesson PowerPoint on interactive whiteboard for practical work.</p> <p>Setting up instructions for a practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes laminated on workstations for student use and/or PowerPoint of instructions on interactive.</p> <p>Recipes laminated on tables for student use.</p> <p>Group work guidelines and instructions for setting up a practical lesson.</p> <p>Possible practical outcomes:</p> <ul style="list-style-type: none"> • fajitas • enchiladas • burritos • quesadillas • salad and salsa • vegetarian option using mycoprotein, soya, halloumi or tofu.

	<p>timed conditions.</p> <p>Plenary: celebration display of practical outcomes and teacher or peer assessment of final food products.</p> <p>Discussion: top tips for safe cooking of high risk ingredients.</p> <p>Home learning and extension activity:</p> <ol style="list-style-type: none"> 1. Recipe adaptation to make recipe suitable for different dietary needs. 2. Produce a 10 point food safety guide when buying, storing, preparing and cooking meat. 	<p>Differentiated home learning task on special dietary needs and food safety.</p>	
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Session 5

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To use nutrition information and allergy advice panels on food labels to help make informed food choices.</p> <p>To explain the importance of selecting dishes to cook, which provide the necessary energy and nutrients to meet teenager's reference nutrient intakes (RNI).</p> <p>To explain the importance of good food safety practices when getting ready to store, prepare and cook food.</p> <p>To modify recipes and cook dishes that promote current healthy eating messages.</p> <p>To calculate the cost of the dish and compare with a commercial product.</p>	<p>Magic with mince: classic spaghetti bolognese or chilli con carne.</p> <p>Starter activity</p> <p>Comparison and nutritional analysis of buying a ready-made spaghetti bolognese/ chilli. Using information on the packaging, carry out a nutritional analysis and evaluate the nutritional value of spaghetti bolognese. Discussion of what makes a good spaghetti bolognese/ chilli and the main advantages of preparing and cooking your own spaghetti bolognese. Identify possible adaptations of recipe for vegetarians and special dietary needs.</p> <p>Main activity</p> <p>Demonstration of spaghetti bolognese or chilli.</p> <p>Questioning for learning topics: ingredients, their functions, uses and nutritional value. Preparation of bolognese or chilli ingredients, knife skills to prepare vegetables and meat safely and hygienically. Temperature control on the hob, safe cooking times and temperatures. How to prepare, cook and serve up pasta or rice as a carbohydrate accompaniment to dish. Effective techniques to present the dish with a high level of finish and decoration.</p> <p>Plenary: recipe adaptation to meet current recommendations for a healthy diet. Identify ways to reduce the saturated fat, kcal and salt, but increase fibre content of the dish.</p> <p>Home learning or extension activity:</p>	<p>Signpost BNF resources.</p> <p>Nutritional profile of ready-made spaghetti bolognese.</p> <p>Differentiation of skills, quality of outcomes, hygiene and safety workshop routine.</p> <p>BNF online resources on food hygiene and safety.</p> <p>Differentiation through effective questioning techniques through use of Bloom's taxonomy.</p> <p>Differentiated worksheets and home learning resources to calculate costs of spaghetti bolognese or chilli.</p>	<p>Lesson PowerPoint.</p> <p>Recipe cards for spaghetti bolognese or chilli.</p> <p>Nutritional profile worksheet of spaghetti bolognese.</p> <p>Differentiated question starters based upon Bloom's taxonomy.</p> <p>Meat and Education Resources</p> <p>Food a fact of life – Sensory evaluation</p> <p>Food a fact of life – Food hygiene and safety</p> <p>Recipe adaptation worksheet.</p> <p>Costings worksheet.</p>

	<ol style="list-style-type: none">1. Bring in ingredients, serving dish and container for spaghetti bolognese or chilli.2. Work out the cost of ingredients to make chosen dish and compare to ready-meal tested.		
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Session 6

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To prepare, cook and serve a spaghetti bolognese or chilli. Contains protein, carbohydrate and at least 2 portions of your 5 a day.</p> <p>To demonstrate the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically.</p> <p>To use a broader range of preparation techniques and methods when cooking.</p> <p>To demonstrate a safe and hygienic working routine in the food room following teacher instructions and given recipes.</p> <p>To present spaghetti bolognese or chilli with a high level of finish.</p> <p>To evaluate spaghetti or chilli use different sensory testing techniques.</p>	<p>Practical session 3 – Magic with mince: classic spaghetti bolognese or chilli con carne.</p> <p>Starter activity</p> <p>Student briefing for practical, lesson objectives and outcomes as before. Student preparation workstation and ingredients. Recap main points from previous demonstration highlighting importance of:</p> <ul style="list-style-type: none"> • following instructions carefully • measuring accurately • using the hob safely to cook the meat and vegetables safely • using knife skills to prepare a range of ingredients • being hygienic and safe when preparing food. <p>Main practical activity. Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate safe and hygienic preparation of vegetables and meat using knife skills with precision and accuracy. 2. Stir fry the meat and vegetables, adding sauces and seasonings as required. 3. Apply effective control of time and temperature to cook a high quality bolognese sauce on the hob. 4. Cook and serve a suitable carbohydrate accompaniment to sauce, eg pasta or rice. 5. Presentation and serving up of dishes for assessment. 6. Work effectively as a group: 	<p>Lesson PowerPoint.</p> <p>Individual recipe cards for adaption.</p> <p>Work cards on adapting recipes to make them healthier.</p> <p>Photographic display of exemplars of dishes made.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Sensory testing techniques.</p> <p>Differentiated literacy materials with sentence starters to accompany evaluation and analysis of dishes made.</p>	<p>Guidelines and instructions for setting up a practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes laminated on workstations for student use and/ or PowerPoint of instructions on interactive.</p> <p>Lesson PowerPoint on interactive whiteboard for practical work.</p> <p>Recipes laminated on tables for student use.</p> <p>Group work guidelines and instructions for setting up a practical lesson.</p> <p>Possible practical outcomes:</p> <ul style="list-style-type: none"> • spaghetti bolognese with minced beef, soya, Quorn or tofu • chilli or vegetarian chilli. <p>Possible side dishes:</p> <ul style="list-style-type: none"> • salad garnish • garlic bread.

	<p>work with different roles to wash up, and clean the surfaces and equipment under timed conditions.</p> <p>Plenary: celebration display of practical outcomes. Sensory testing of dish and peer assessment of spaghetti bolognese or chilli.</p> <p>Home learning or extension activity: evaluation and sensory testing of dish on family at home.</p>		
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Session 7

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To identify the different groups of the population who have special dietary requirements (including food allergies, food intolerance, and religious cultural needs).</p> <p>To investigate the range of special dietary products available today.</p> <p>To identify vegetarian alternatives to the meat and fish using vegetable sources, Quorn, soya or tofu as a meat substitute.</p> <p>To plan a risotto suitable for a lacto-vegetarian.</p> <p>To carry out sensory analysis of the risotto and record findings on a star profile.</p> <p>To compose allergen advice about risotto for the consumer.</p>	<p>Respect the risotto – adapting meals for special dietary needs. Garden vegetable risotto.</p> <p>Starter activity: discussion</p> <p>What are the main influences on what people eat today? Card sort to match different types of dietary need to its definition.</p> <p>Main activity</p> <p>Recipe adaptation activity. Adaptation of the 3 dishes made so far to make them suitable for a lacto-ovo-vegetarian and other special dietary requirements.</p> <p>Demonstration of garden vegetable risotto.</p> <p>Questioning for learning topics during demonstration: main ingredients, their functions, uses and nutritional value. Safe cooking of rice, use of seasonal vegetables, cheeses and stock; knife skills to prepare vegetables and meat safely and hygienically. Temperature control on the hob, safe cooking times and temperatures. Discussion of the importance of reheating cooked rice to correct temperature to prevent bacillus cereus. Further discussion on use of mycoprotein, eg Quorn, halloumi or tofu as a meat substitute in risotto.</p> <p>Plenary: group sensory testing of garden vegetable risotto. Attribute analysis of risotto using star profile.</p> <p>Home learning or possible extension activity:</p> <ol style="list-style-type: none"> 1. Bring in all ingredients, serving dish and container for chosen vegetable risotto. 	<p>Signpost Vegetarian society and Quorn website and resources.</p> <p>Differentiated recipe adaptation activity.</p> <p>Differentiation through effective questioning techniques through use of Bloom's taxonomy.</p> <p>How to set up and carry out sensory testing of risotto. Differentiated resources for sensory testing.</p> <p>Extension activity resources.</p> <p>Differentiated worksheets and home learning resources to carry out research into vegetarians and alternative vegetarian products.</p>	<p>Lesson PowerPoint.</p> <p>Vegetarian Society – What is a vegetarian?</p> <p>Vegetarianism – A Project Book For Schools</p> <p>Recipes, Products and News from Quorn</p> <p>Recipe adaptation worksheet for special dietary needs.</p> <p>Question bag with differentiated questions and blooms taxonomy for class use during demonstration work.</p> <p>Recipes for different types of vegetarian risottos including:</p> <ul style="list-style-type: none"> • butternut squash and sage risotto • easy pea and pesto risotto • risotto primavera • asparagus risotto • roasted Mediterranean vegetable risotto. <p>Resources for sensory analysis:</p> <p>Food a fact of life – Sensory evaluation</p>

	<ol style="list-style-type: none">2. Research task on vegetarians and alternative protein products including Quorn, soya and tofu.3. To compose allergen and nutritional information about risotto for the consumer.		
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Session 8

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To prepare and cook a risotto which contains vegetables or uses a meat substitute and will appeal to lacto-vegetarians.</p> <p>To demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature, cooking with rice.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To investigate what happens when rice and other grains are cooked.</p>	<p>Practical session 4 – Respect the risotto. Prepare, cook and serve a risotto which contains vegetables or meat substitute and will appeal to lacto-ovo-vegetarians.</p> <p>Starter activity</p> <p>Recap main points from previous practical highlighting importance of:</p> <ul style="list-style-type: none"> • following instructions carefully • measuring accurately • using the hob safely to cook the rice and vegetables • safety when using knife skills to prepare a range of ingredients • being hygienic and safe when preparing food. <p>Student preparation of workstation and ingredients.</p> <p>Main practical activity. Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate safe and hygienic preparation of all vegetables and meat substitutes using knife skills. 2. Stir fry the onions and garlic, adding rice, stock and seasonings as required. 3. Apply good control of time and temperature to cook risotto and rice effectively on the hob. 4. Add any additional vegetables or other ingredients, eg peas, pesto, Quorn, halloumi, parmesan cheese etc. 5. Present and serve up dishes for assessment. 6. Work effectively as a team 	<p>Lesson PowerPoint.</p> <p>Individual recipe cards for adaption to vegetarian options.</p> <p>Photographic display of exemplars of dishes made.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Differentiated research task on different grains.</p>	<p>Lesson PowerPoint for practical work.</p> <p>Group work guidelines and instructions for setting up a practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes laminated on workstations for student use and/or PowerPoint of instructions on interactive.</p> <p>Possible practical outcomes:</p> <ul style="list-style-type: none"> • butternut squash and sage risotto • easy pea and pesto risotto • risotto primavera • asparagus risotto • roasted Mediterranean vegetable risotto • spinach and ricotta risotto. <p>BBC Good Food Health benefits of... quinoa</p>

	<p>assigning different roles to wash up, and clean the surfaces and equipment under timed conditions.</p> <p>Plenary: celebration display of practical outcomes.</p> <p>Discussion: how has the basic recipe been adapted and modified to meet needs of different types of vegetarians?</p> <p>Home learning or extension activity: investigate some other less familiar grains, eg quinoa, couscous, spelt.</p>		
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Session 9

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To know and understand where key ingredients come from and how they are grown, reared or caught.</p> <p>To identify and explain some of the environmental issues associated with foods.</p> <p>To investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare.</p> <p>To recognise and explain food standard schemes.</p> <p>To describe methods of preparing cooking and layering a shepherd's or cottage pie.</p>	<p>Best of British: traditionally British hot meal that will appeal to school children.</p> <p>Starter activity:</p> <p>Why is it important that we learn about the main environmental issues linked with foods today?</p> <p>Discussion to include:</p> <ul style="list-style-type: none"> • use of seasonal ingredients • sustainable fishing and farming • reducing food miles and transportation • organic foods • importance of buying locally sourced foods • the issues linked to food waste • farm assured schemes • the environmental issues linked to packaging of foods. <p>Main activity</p> <p>Teacher demonstration of meat base, layering and topping of a traditional shepherd's or Cumberland pie with meat and potatoes precooked, ready to thicken, mash, layer and top.</p> <p>Questioning for learning topics</p> <p>What are the locally sourced ingredients in a shepherd's, Cumberland or cottage pie? What are the advantages of using locally sourced seasonal ingredients? What seasonal ingredients could be used in a shepherd's pie? What are the advantages and disadvantages of using organic meats and vegetables in a traditional shepherd's or Cumberland pie?</p>	<p>Signpost BNF and other websites.</p> <p>Differentiated recipes.</p> <p>Differentiation through effective questioning techniques through use of Bloom's taxonomy.</p> <p>Differentiated resources on different environmental issues.</p> <p>Extension activity resources.</p> <p>Differentiated worksheets and home learning resources to carry out research into chosen environmental issue.</p>	<p>Food and Farming BNF worksheets</p> <p>Meat and Education Food provenance on your doorstep PDF</p> <p>Food a fact of life – Food and farming</p> <p>Greenpeace</p> <p>Soil Association – What is organic food and why choose organic?</p> <p>Sustainable Food Trust – Let them eat waste!</p> <p>Red Tractor – Farm & Food Assurance</p> <p>Research packs on different environmental issues including:</p> <ul style="list-style-type: none"> • use of seasonal ingredients • sustainable fishing and farming • reducing air miles • organic foods • importance of buying locally sourced foods • the issues linked to food waste • farm assured schemes • the environmental issues linked to packaging of foods.

	<p>Plenary: research based activity. Environmental issues in food today. Students to select a current issue in food today from the list above to complete a differentiated research task on chosen environmental issues.</p> <p>Home learning activity or extension task:</p> <ol style="list-style-type: none">1. Bring in all ingredients, serving dish and oven proof dish for shepherd's or cottage pie.2. Complete environmental issues research task.		
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Session 10

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To prepare and cook a recipe such as cottage pie, Cumberland pie or vegetarian pie.</p> <p>To adapt original recipe to include ingredients which have been locally sourced or are seasonal.</p> <p>To demonstrate the skills of vegetable preparation and cooking, making a meat/ alternative base, combining, layering and finishing of ingredients using the oven.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To create a recipe card for a local farm shop of chosen recipe.</p>	<p>Practical session 5 – Best of British: prepare, cook and serve a traditionally British main meal which uses locally sourced, seasonal ingredients and will appeal to schoolchildren on a cold day.</p> <p>Starter activity</p> <p>Recap main points from previous practical highlighting importance of:</p> <ul style="list-style-type: none"> • following instructions carefully • measuring accurately • using the hob safely to cook the rice and vegetables • safety when using knife skills to prepare a range of ingredients • being hygienic and safe when preparing food. <p>Student preparation of workstation and ingredients.</p> <p>Main practical activity. Students will:</p> <ol style="list-style-type: none"> 1. Work safely and hygienically to prepare all vegetables and meat substitutes using effective knife skills. 2. Peel, chop and boil potatoes in water until cooked. 3. Stir fry the onions and garlic, meat, vegetables, stock, seasonings and thickenings as required. 4. Demonstrate effective control of time and temperature to cook base and toppings effectively on the hob. 5. Layer, top and finish the pie ready for grilling or cooking in 	<p>Lesson PowerPoint.</p> <p>Individual recipe.</p> <p>Photographic display of exemplars of dishes made.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Differentiated task on recipe card for chosen pie.</p>	<p>Lesson PowerPoint for practical work.</p> <p>Group work guidelines and instructions for setting up practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes laminated on workstations for student use and/or PowerPoint of instructions on interactive.</p> <p>Possible practical outcomes:</p> <ul style="list-style-type: none"> • shepherd's pie • cottage pie • Cumberland pie • vegetarian pie.

	<p>oven.</p> <p>6. Present and serve up dishes for assessment.</p> <p>7. Work effectively as a team with assigned different roles to wash up, and clean the surfaces and equipment under timed conditions.</p> <p>Plenary: celebration display of practical outcomes.</p> <p>Discussion: how have the pie ingredients been adapted to include more locally sourced and seasonal ingredients?</p> <p>Home learning or extension activity: produce a recipe card of recipe for a local farm shop.</p>		
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Session 11

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To select and plan to cook a main meal dish that celebrates the cuisine of an Asian country.</p> <p>To identify and explain the distinctive features of Asian cuisine.</p> <p>To identify the equipment and cooking methods used in Asian cuisine.</p> <p>To explain how food choices can be related to different religious and cultural beliefs.</p> <p>To identify any high risk foods in chosen recipe and suggest ways to cook safely and minimize risk of food poisoning.</p> <p>To demonstrate the use of different ingredients including herbs and spices to enhance the flavours of a dish.</p>	<p>Multicultural cuisine: a flavour of Asia.</p> <p>Starter activity</p> <p>What countries make up Asia? What are the main cuisines of Asia?</p> <p>Main activity</p> <p>Teacher demonstration of the cuisine from a chosen Asian country, eg: Indian, Chinese, Thai, Malaysian etc.</p> <p>Questioning for learning topics during demonstration of Thai curry:</p> <ul style="list-style-type: none"> • What are the main ingredients in a Thai curry? • What are the main herbs and spices used in Thai cuisine? • What methods of cooking are used in Thailand? • What are health benefits of Thai diet versus British diet? <p>Demonstration and discussion of:</p> <ol style="list-style-type: none"> 1. Marinating meat and fish. 2. Vegetable and meat preparation. 3. Using the wok to stir fry the meat and vegetables safely and with an awareness of effective time and temperature control. 4. High risk ingredients identified and ways to cook safely and reduce risk of food poisoning explained. 5. Addition of seasonings and flavourings to enhance flavours, colours and textures. 6. Preparing and cooking the carbohydrate accompaniment, eg noodles or rice. 	<p>Lesson PowerPoint.</p> <p>Differentiated recipes.</p> <p>Differentiation through effective questioning techniques through use of Bloom's taxonomy.</p> <p>Use of questioning using Bloom's taxonomy throughout discussion and demonstration.</p> <p>Differentiated resources on different cultural and religious influences on food choices today.</p> <p>Extension activity resources.</p> <p>Differentiated worksheets and home learning resources to carry out research into chosen environmental issue.</p>	<p>Recipes for a selection of different Thai and Indian curries and different Chinese dishes, eg chow mein, sweet and sour chicken, Japanese dishes such as sushi etc.</p> <p>Fact files on different countries in Asia, cultural and religious influences and the different types of Asian cuisine.</p> <p>Asian Recipes Jamie Oliver Recipes</p> <p>Wikipedia Asian cuisine</p> <p>BBC Good food – Chinese recipes</p> <p>Wagamama food menu asian + japanese cuisine</p> <p>Research worksheet homework on the cultural and religious influences on food choice today.</p>

	<p>7. Serving curry and addition of suitable garnish to enhance finish.</p> <p>Plenary: cultural and religious influences in food today task. Cultural celebrations around the world, different festivals and traditions and their influences on food choice today.</p> <p>Home learning and extension task:</p> <ol style="list-style-type: none">1. Bring in all ingredients, serving dish and container for Thai curry or alternative Asian dish as instructed.2. Research based activity into how food choices are influenced by different cultural and religious influences.		
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Session 12

Lesson objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>A taste of Asia</p> <p>To prepare and cook a main meal dish to demonstrate the cuisine from a chosen Asian country, eg India, Thailand, China or Japan.</p> <p>To demonstrate the use of herbs and spices to enhance the flavours of a dish.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking and stir frying.</p> <p>To present and serve a quality multicultural main dish with a high level of finish.</p> <p>To work independently following own instructions and as a team when washing up and tidying away.</p>	<p>Multicultural cuisine - a taste of Asia.</p> <p>Starter activity</p> <p>Recap main points from previous practical highlighting importance of:</p> <ul style="list-style-type: none"> • following instructions carefully • measuring accurately • using the hob safely to cook the rice and vegetables • safety when using knife skills to prepare a range of ingredients • being hygienic and safe when preparing food. <p>Student preparation of workstation and ingredients.</p> <p>Main practical activity. Students will:</p> <ol style="list-style-type: none"> 1. Marinade meat and fish. 2. Prepare and slice vegetable and meat. 3. Use a wok to stir fry the meat and vegetables safely and with an awareness of effective time and temperature control. 4. Identify any high risk ingredients, suggest ways to cook safely and reduce risk of food poisoning. 5. Enhance flavours, colours and textures with the addition of seasonings and flavourings. 6. Prepare and cook the carbohydrate accompaniment, eg noodles or rice. 7. Serve up the curry with a suitable garnish to enhance finish and decoration. 8. Work effectively in teams with 	<p>Lesson PowerPoint.</p> <p>Individual recipes.</p> <p>Photographic display of exemplars of possible dishes to make.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Differentiated recipe cards for Indian, Thai, Japanese, Chinese and Malaysian recipes.</p>	<p>Lesson PowerPoint for practical work.</p> <p>Group work guidelines and instructions for setting up a practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes laminated on workstations for student use and/or PowerPoint of instructions on interactive.</p> <p>Possible practical outcomes:</p> <ul style="list-style-type: none"> • Indian, Thai and Malaysian curries (meat, fish or vegetable based) • vegetable biryani • sushi and other noodle based dishes • Chinese sweet and sour chicken, lemon chicken, chow mein.

	<p>different roles to wash up, and clean the surfaces and equipment under timed conditions.</p> <p>Plenary: celebration display of practical outcomes. Peer and teacher assessment of outcomes.</p> <p>Home learning or extension activity Food issues debate: Are takeaways and ready meals damaging to our health and environment?</p>	<p>Differentiated homework.</p>	
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Session 13

Lesson objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To name the micronutrients and state why they are needed in the diet.</p> <p>To explain the sources, types and functions of vitamins A, D, B group and C.</p> <p>To explain the sources, types and functions of calcium, iron and sodium.</p> <p>To explain the process of gelatinisation in sauce making and the principles of what makes a sauce thicken.</p> <p>To calculate the nutritional profile and compare the effect of using alternative ingredients.</p>	<p>Sauces made simple: savoury pasta bake.</p> <p>Starter activity</p> <p>Issue worksheet: What I already know? What I want to know? What I have learned about vitamins and minerals?</p> <p>Main activity</p> <p>PowerPoint presentation to introduce micronutrients and focus on vitamins. Explain the terms fat and water soluble. Look at some examples of foods providing vitamins A, D and B group, C. Consider the consequences of too high/ low intake of these vitamins.</p> <p>Demonstration and questioning for learning.</p> <p>Explain to the pupils that they will be making a savoury dish that provides sources of vitamins and minerals, such as macaroni cheese, tuna pasta bake or vegetarian pasta bake or lasagne. Introduce students to ingredients and talk through the functions of the ingredients. Discuss alternatives such as using skimmed milk and lower fat cheese.</p> <p>Demonstrate the process for making an all-in-one sauce. Explain the process of gelatinisation and the effect of changing the proportions of the ingredients. Talk to the pupils about the recipes that they will be doing, discuss options and choices.</p> <p>Plenary:</p> <ol style="list-style-type: none"> 1. Identify the correct micronutrients in your pasta bake and why your body needs them. 	<p>Signpost to BNF and the Food a fact of life resources.</p> <p>Differentiated recipes.</p> <p>Differentiation through effective questioning techniques through use of Bloom's taxonomy.</p> <p>Use of question for learning during discussion and demonstration.</p> <p>Extension activity resources.</p>	<p>Lesson PowerPoint.</p> <p>What I need to know about vitamins and minerals grid Word</p> <p>Food a fact of life Nutrients</p> <p>Public Health England National Diet and Nutrition Survey PDF</p> <p>Teacher information on nutrients.</p> <p>Food diary mywellbeing</p> <p>Recipes for:</p> <ul style="list-style-type: none"> • macaroni cheese • cauliflower cheese • pasta bake • lasagne. <p>British Nutrition Foundation Explore Food</p> <p>Food a fact of life Recipe work</p>

	<p>2. What micro nutrients are missing from the dish?</p> <p>3. What ingredients could you add to make your pasta bake richer in vitamins and minerals?</p> <p>Home learning and extension work:</p> <p>1. Bring in all ingredients for practical work including serving dish and container.</p> <p>2. Nutritional analysis of final recipe.</p>		
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Session 14

Lesson objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To prepare and cook a main meal dish which demonstrates the role of calcium and vitamin D in the diet, such as: macaroni cheese, tuna pasta bake, vegetarian pasta bake or lasagne.</p> <p>To demonstrate the preparation of an all-in-one sauce; demonstrate safe use of the hob/ grill, accurate weighing and measuring, boiling, draining, mixing.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To produce a nutritional profile of the pasta dish and create a food packaging label.</p>	<p>Practical session 7 - savoury pasta bakes.</p> <p>To prepare and cook a main meal dish which demonstrates the role of calcium in the diet.</p> <p>Starter activity</p> <p>Recap main points from previous practical highlighting importance of:</p> <ul style="list-style-type: none"> • following instructions carefully • measuring accurately • using the hob safely to cook the rice and vegetables • safety when using knife skills to prepare a range of ingredients • being hygienic and safe when preparing food. <p>Student preparation of workstation and ingredients.</p> <p>Main practical activity. Students will:</p> <ol style="list-style-type: none"> 1. Measure their ingredients. 2. Cook and drain the pasta. 3. Make an all-in-one savoury sauce. 4. Combine the pasta, sauce, vegetables, meat and fish together. 5. Grate and sprinkle cheese over the bake. Complete cooking of the bake under the grill or in the oven if time permits. 6. Decorate and garnish to enhance finish and decoration of the pasta bake. 7. Group work with different roles to wash up, and clean the surfaces and equipment under timed conditions. 	<p>Lesson PowerPoint.</p> <p>Individual recipe.</p> <p>Photographic display of exemplars of different pasta bakes.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Differentiated recipe cards for macaroni cheese, pasta bake and lasagne.</p>	<p>Lesson PowerPoint for practical work.</p> <p>Group work guidelines and instructions for setting up for practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes laminated on workstations for student use and/or PowerPoint of instructions on interactive.</p> <p>Possible practical outcomes:</p> <ul style="list-style-type: none"> • macaroni cheese • tuna pasta bake • chicken and broccoli pasta bake. <p>Extension outcome:</p> <ul style="list-style-type: none"> • lasagne. <p>Food a fact of life Recipe work</p>

	<p>Plenary: celebration display of practical outcomes. Discussion and analysis of what micro nutrients are present in dishes made and why the body needs them.</p> <p>Home learning or extension activity:</p> <p>Using BNF Nutritional analysis software, create food label for your product which includes nutritional profile of the dish and focuses on the calcium and vitamin D content of the dish.</p>	Differentiated homework.	
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Session 15

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To identify the functions and uses of the main ingredients used in cake making.</p> <p>To explain the science of aeration and what makes cakes rise?</p> <p>To demonstrate the skills of creaming/all-in-one cake making, preparing baking tins, baking.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To write a planning sheet for making tray bake of choice listing ingredients, correct stages of production and important hygiene and safety check.</p> <p>To plan and select a suitable decoration and finish of tray bake.</p>	<p>Trendy fruit tray bakes. The technical challenge.</p> <p>Starter activity</p> <p>Card sort to match the ingredient with its correct function and use in a cake recipe.</p> <p>Main activity</p> <p>Demonstration of tray bake of choice from list.</p> <p>Questioning for learning through discussion of:</p> <ol style="list-style-type: none"> 1. Ingredients and their functions including flour, sugar, fats, eggs, raising agents, fruit and flavourings of choice. 2. How to line a baking tin or cake cases in a muffin tray. 3. Preheating oven to correct temperature. 4. Weighing ingredients accurately. 5. Using the creaming or all-in-one method to make the cake mixture. 6. Coring, slicing and preparing the fruit and flavourings for cake mixture. 7. Using the oven safely. 8. Being hygienic and safe when preparing cake mixtures. Risk assessment: high with raw egg mix. 9. Time and temperature control when cooking cake mixtures. <p>Student activity</p> <p>During cooking of cake complete a detailed planning sheet listing key times, instructions for making and</p>	<p>Lesson PowerPoint.</p> <p>Individual recipe.</p> <p>Photographic display of exemplars of dishes.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Planning sheets.</p> <p>Differentiated recipe cards for:</p> <ul style="list-style-type: none"> • bramley apple cake • rhubarb crumble slice • blackcurrant bakewell • lightly spiced carrot cake • summer fruit squares • swirly lemon drizzle fingers • baked blueberry 	<p>BBC Good Food Traybake recipes</p> <p>Card sort on cake ingredients and their functions.</p> <p>Possible practical outcomes:</p> <ul style="list-style-type: none"> • bramley apple cake • rhubarb crumble slice • blackcurrant bakewell • lightly spiced carrot cake • summer fruit squares • swirly lemon drizzle fingers • baked blueberry bites. <p>Two stars and a wish worksheet.</p> <p>Recipe adaptation worksheet.</p>

	<p>safety and hygiene checks.</p> <p>Plenary: How to test if cakes are cooked? Simple decorative topping if cake is cool and time permits. Group sensory testing and tasting of tray bake. Two stars and a wish activity.</p> <p>Home learning activity or extension task:</p> <ol style="list-style-type: none">1. Bring in all ingredients and a container for tray bake of choice.2. Design a theme board of different decorative toppings for tray bakes on Google Images or Pinterest.3. Select optional topping of choice and prepare at home.	<p>bites.</p> <p>Differentiated homework activity.</p>	
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Session 16

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To plan and prepare a fruit based tray bake that demonstrates aeration and the science of how cakes rise.</p> <p>To demonstrate accuracy and precision when weighing out ingredients to ensure a high quality outcome.</p> <p>To use the all in one or creaming method of cake making to make fruit based tray bake.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To work independently following own instructions and as a team when washing up and tidying away.</p> <p>To identify ways of adapting cake recipes to reduce the fat and sugar and increase their fibre content.</p>	<p>Practical session 8: Trendy fruit tray bakes. The technical challenge.</p> <p>Starter activity</p> <p>Recap main points from tray bake demonstration, highlighting importance of:</p> <ul style="list-style-type: none"> • following instructions carefully • weighing and measuring accurately • using cake making skills • being hygienic and safe when preparing food. <p>Main activity. Student will:</p> <ol style="list-style-type: none"> 1. Follow plans for making to prepare and cook tray bake of choice from list. 2. Set up of ingredients and equipment for practical work. 3. Grease and line a baking tin or cake cases in a muffin tray. 4. Preheat oven to correct temperature. 5. Weigh ingredients accurately. 6. Use the creaming or all-in-one method to make the cake mixture. 7. Core, slice and prepare the fruit and flavourings for cake mixture. 8. Use the electric mixer safely and work hygienically when preparing cake mixtures. Risk assessment high with raw egg mix. 9. Apply time and temperature control when cooking cake 	<p>Lesson PowerPoint.</p> <p>Individual recipes.</p> <p>Photographic display of exemplars of different types of tray bakes.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Differentiated planning sheets to list timings, equipment, stages of making and important hygiene and safety checks.</p> <p>Differentiated homework activity sheets.</p> <p>Recipe adaptation to include healthy alternatives.</p>	<p>Lesson PowerPoint for practical work.</p> <p>Group work guidelines and instructions for setting up a practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes laminated on workstations for student use and/or PowerPoint of instructions on interactive.</p> <p>Recipes for:</p> <ul style="list-style-type: none"> • bramley apple cake • rhubarb crumble slice • blackcurrant bakewell • lightly spiced carrot cake • summer fruit squares • swirly lemon drizzle fingers • baked blueberry bites.

	<p>mixtures.</p> <p>10. Decorate and garnish with topping to enhance finish and decoration of the tray bake.</p> <p>11. Work effectively as a team assigning different roles to wash up, and clean the surfaces and equipment under timed conditions.</p> <p>Plenary: celebration display of practical outcomes. Decorate to enhance finish. Cut into slices and present for assessment.</p> <p>Home learning and extension task:</p> <ol style="list-style-type: none"> 1. Adapt the recipe to reduce sugar and fat content of cake and increase the fibre. 2. Issue Festival food challenge. Come in with some recipes of ideas to meet brief. 		
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Session 17

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>Planning lesson:</p> <p>To carry out a detailed analysis of the task.</p> <p>To identify and select a cuisine of choice.</p> <p>To research possible recipes and select one to two ideas that will be suitable to meet the design brief.</p> <p>To write detailed planning sheet for making chosen dishes listing ingredients, correct stages of production and important hygiene and safety check.</p> <p>To plan recipe and information guide for the consumer to include a nutritional profile, allergen information, environmental information.</p>	<p>Food Preparation and Cooking assessment. Foods for festivals or sporting events.</p> <p>Issue design brief and task.</p> <p>Students will need to:</p> <ol style="list-style-type: none"> 1. Plan and make a dish or range of savoury dishes suitable for selling at a large sporting event or festival. The dishes made should celebrate the cuisine and culinary traditions of a chosen culture. 2. Consider the type of cuisine, range of suitable recipe ideas, sourcing of ingredients to promote environmental and ethical awareness, nutritional profiles of recipes, costs, cooking and serving times. It is also important to consider suitable adaptations for customers of different age groups and those who may have special dietary needs. 3. Select and make a variety of dishes which will showcase technical skills, nutritional knowledge and the ability to work safely and hygienically to make quality outcomes. 4. Plan, prepare and cook one or two suitable dishes over the next two lessons. Produce a recipe card of each of the dishes made listing the ingredients, method of making, nutritional profile, allergy advice, costing and special dietary, health or environmental claims. 5. Work individually or in small teams to analyse the task, research different culinary 	<p>Lesson PowerPoint.</p> <p>Individual recipes.</p> <p>Photographic display of exemplars of suitable ideas for brief.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Differentiated planning sheets to list timings, equipment, stages of making and important hygiene and safety checks.</p>	<p>PowerPoint to introduce the task.</p> <p>Design brief and task.</p> <p>Recipe ideas from different cuisines.</p> <p>Planning sheets.</p> <p>Nutritional analysis programme BNF: British Nutrition Foundation Explore Food</p> <p>Costing analysis worksheet.</p> <p>Food provenance and ingredients sourcing worksheet.</p> <p>Possible cuisines:</p> <ul style="list-style-type: none"> • Mediterranean • European • British • African • Asian • North and South American • Middle Eastern • Australian.

	<p>traditions and select a range of dishes from chosen cuisine. Complete plans for making chosen dish.</p> <p>6. Use nutritional analysis software to analyse the nutritional profile of each product made.</p> <p>Homework: completion of plans for practical work and completing nutritional analysis of menu. Bring in ingredients.</p>		
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Session 18

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>Practical 9</p> <p>To prepare and cook a savoury main course dish of choice, suitable for selling at a large sporting event or festival that celebrates the cuisine and culinary traditions of another culture.</p> <p>To apply a variety of technical skills and make some creative and quality products with skill and precision.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To present a dish with a good level of technical skill and is presented with a suitable level of finish and decoration for serving at the festival.</p>	<p>Practical session 9 – Food Preparation and Cooking assessment. Foods for festivals or sporting events.</p> <p>Practical briefing prior to learning.</p> <p>Starter: registration, learning objectives and learning outcomes for the lesson.</p> <p>Questioning for learning: recap What makes a successful practical lesson? Risk assessment and hygiene and safety briefing. Assessment criteria identified and explained.</p> <p>Main activity: Dish one. Students will:</p> <ol style="list-style-type: none"> 1. Work under timed supervision to prepare and cook a main course dish of choice, suitable for selling at a large sporting event or festival that celebrates the cuisine and culinary traditions of another culture. 2. Demonstrate confidence and creativity when following their own pre-prepared plans for making and work safely and hygienically at all times taking responsibility for their own learning and outcomes. This includes an awareness of managing time effectively and producing a good quality festival food with a high level of finish and decoration. 3. Work effectively as a team to clear away work stations and equipment following the instructions on cards for the end of lessons. <p>Plenary: celebration display,</p>	<p>Lesson PowerPoint.</p> <p>Individual recipe ideas.</p> <p>Photographic display of exemplars of products to make.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Differentiated planning sheets to list timings, equipment, stages of making and important hygiene and safety checks.</p> <p>Resources to support nutritional analysis, costings and provenance.</p>	<p>Lesson PowerPoint for practical work.</p> <p>Group work guidelines and instructions for setting up a practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes for student use and/ or PowerPoint of instructions on interactive.</p> <p>Digital camera.</p> <p>Costings worksheet.</p> <p>Food Provenance Worksheet</p> <p>British Nutrition Foundation Explore Food</p> <p>Internet for recipes from a range of cuisines, eg:</p> <ul style="list-style-type: none"> • Mediterranean • European • British • African • Asian • North and South American • Middle Eastern • Australian.

	<p>photography of products and teacher assessment of final food products. 2 stars and a wish.</p> <p>Home learning and extension activity:</p> <ol style="list-style-type: none">1. Complete nutritional profile, ingredients source and costings of dish.2. Identify the provenance of ingredients used.3. Identify ways of adapting the recipe for different dietary needs.4. Bring in ingredients for next practical session.		
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Session 19

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>Practical 10</p> <p>To prepare and cook a savoury main course dish of choice, suitable for selling at a large sporting event or festival that celebrates the cuisine and culinary traditions of another culture.</p> <p>To apply a variety of technical skills and make some creative and quality dishes with skill and precision.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To present dishes with a high level of finish and decoration and suitable for serving at a sporting event or festival.</p>	<p>Practical session 10 – Food Preparation and Cooking assessment. Foods for festivals or sporting events.</p> <p>Starter: registration, learning objectives and learning outcomes for the lesson.</p> <p>Questioning for learning: recap What makes a successful practical lesson? Risk assessment and hygiene and safety briefing. Assessment criteria identified and explained.</p> <p>Main activity: Practical festival food two. Students will:</p> <ol style="list-style-type: none"> 1. Work under timed supervision to prepare and cook a main course dish of choice, suitable for selling at a large sporting event or festival that celebrates the cuisine and culinary traditions of another culture. 2. Demonstrate confidence and creativity when following their own pre-prepared plans for making and work safely and hygienically at all times taking responsibility for their own learning and outcomes. This includes an awareness of managing time effectively and producing a good quality festival food with a high level of finish and decoration. 3. Work effectively as a team to clear away work stations and equipment following the instructions on cards for the end of lessons. <p>Plenary: celebration display, photography of products and</p>	<p>Lesson PowerPoint.</p> <p>Individual recipe ideas.</p> <p>Photographic display of exemplars of different dishes to make.</p> <p>AFL for practical lesson identified and used.</p> <p>Live Word wall to extend use of technical language, literacy and numeracy.</p> <p>Differentiated planning sheets to list timings, equipment, stages of making and important hygiene and safety checks.</p> <p>Resources to support nutritional analysis, costings and provenance.</p>	<p>Lesson PowerPoint for practical work.</p> <p>Group work guidelines and instructions for setting up a practical lesson.</p> <p>Online Stopwatch - monitoring cooking and clearing up time</p> <p>Individual recipes for student use and/ or PowerPoint of instructions on interactive.</p> <p>Costings worksheet.</p> <p>Food Provenance Worksheet.</p> <p>Digital camera.</p> <p>British Nutrition Foundation Explore Food</p> <p>Internet for recipes from a range of cuisines, eg:</p> <ul style="list-style-type: none"> • Mediterranean • European • British • African • Asian • North and South American • Middle Eastern • Australian.

	<p>teacher assessment of final food products. 2 stars and a wish.</p> <p>Home learning and extension activity:</p> <ol style="list-style-type: none">1. Complete nutritional profile, ingredients source and costings of dish two.2. Complete costing of dish and identify the provenance of ingredients used.3. Identify ways of adapting the recipe for different dietary needs.		
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Session 20

Learning objectives	Teaching and learning activity	Differentiation and extension	Websites, resources and recipe ideas
<p>To produce an information guide and recipe card for the consumer, which includes:</p> <ul style="list-style-type: none"> • nutritional profile • allergen • special dietary advice • environmental benefits. <p>To evaluate their own practical cooking experiences.</p> <p>To appraise and evaluate their learning journey.</p> <p>To review the opportunities for future GCSE courses and career options.</p>	<p>Food Preparation and Cooking assessment. Foods for festivals or sporting events.</p> <p>Starter activity: project review to date.</p> <p>Discussion: What information needs to go on the recipe card? Show exemplar recipe cards.</p> <p>Main activity: student production of recipe card and customer information guide. Each recipe card should include the following information:</p> <ul style="list-style-type: none"> • Company name and chosen cuisine. • Photograph of dish. • Ingredients list and quantities. • Method of making. • Nutritional profile and health benefits. • Allergy advice and special dietary advice. • Costings and portion size. • Information on ingredients sourcing and any ethical or environmental claims. • Storage and reheating instructions (if appropriate). • Serving suggestions. • Printing off recipe cards and evaluation of project and course. <p>Plenary: completion of learning log.</p> <p>Discussion: GCSE options, possible pathways and future careers in the food industry.</p>	<p>Lesson PowerPoint.</p> <p>ICT facilities.</p> <p>Digital camera.</p>	<p>British Nutrition Foundation Explore Food</p> <p>My learning journey booklet Word</p>

