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|  **Food Preparation, Cooking and Nutrition - Year 10 Medium Term Plan/SOW** | **The Academy of St Francis of Assisi** |
|  | **Unit 1: Food Commodities**  | **Number of lessons in SOW** | **21** |
| **Overarching Curricular Goals (Aims)**  | **By the end of this SOW students will have developed their understanding of:*** The nutritional value of commodities in the diet
* The features and working characteristics of the commodities

**Knowledge: Learners will develop their understanding of :** * **The nutritional value of the commodities in the diet**
* **The complimentary actions of some ingredients within recipes**
* **The features and characteristics of the commodities, including how to store them correctly to avoid food contamination**
* **The working characteristics of the commodities**

**Skills: Learners will:** * Develop a wide range of technical skills by cooking dishes using the commodities
* Experiment to explore chemical and physical changes as a result of given actions

AP1 written paper will be teacher marked to offer students some in depth feedback on their theoretical knowledge One practical task will be chosen to be assessed formally for A and in depth feedback and a grade provided to student | **Links to National Curriculum****Links to & building upon prior learningIncluding KS2 if Yr7** | GCSE specifications in food preparation and nutrition must equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.. In KS3 students begin to develop their knowledge of commodities through practical cookery activities and investigations. Students use The Eatwell Guide to begin to develop their knowledge of food groups and nutrients.  |
| **Outcomes/Success Criteria** |
| **2/3 tier vocabulary** | **Differentiation/Scaffolding/Support** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** |
| **2/3 tier vocabulary:** See Key Vocabulary list Add hyperlink to KO | **Knowledge Support:** Use KO to deal with common misconceptions to help to embed technical and food science terminology. Differentiate tasks according to student’s ability where possible. Relate theory knowledge to practical tasks and demonstrations whenever possible to allow students to deepen their knowledge through a visual example. **Reading support** -Use of KO to help with new food science and technical terminology. Use of dual coding with recipe PowerPoints to allow to students to link the task to the written word. **Skills support** – Demonstrations of full recipes and spot demonstrations when a class misconception is identified. Use of dual coded recipes. Recipes broken down into easy to follow steps. Support from Food Technician  | **Stretch and Challenge:** Extension activities and a wide range of practice exam questions for students to complete after main activity. In practical lesson, differentiation by task, with the opportunity to adapt and alter recipes to increase challenge level. **Home Learning**: Regular homework tasks set. Recipe booklet provided to students to allow them to continue to practice food preparation and cooking tasks at home if possible. **Enrichment:** Opportunities to become involved with events such as Refugee Week, Charity Bake Sales, Healthy Eating Week | **Watch** **Food Science – Gastrolab**[**https://www.youtube.com/playlist?list=PLcvEcrsF\_9zIqo2A3ts2EDohTauY1Y2U4**](https://www.youtube.com/playlist?list=PLcvEcrsF_9zIqo2A3ts2EDohTauY1Y2U4)**Macka B ‘Medical Mondays’**[**https://www.youtube.com/watch?v=nz6KBw-Es5k**](https://www.youtube.com/watch?v=nz6KBw-Es5k)**Read** **Food Preparation, Cooking and Nutrition Pgs 2-35****BBC Good Food Magazines ( collection available in department)****Wide variety of recipe books available in department**  |

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|  | **Sequence of learning Lesson title, theme, big question** | **Key Concepts/outcomes/knowledge/skills.**  | **Assessment/ including specific content/ knowledge/skills tested** | **HWK.** | **Key Words**  | **Cultural Capital**  | **Recall of prior or future topics –** | **Lesson resources including hyperlink to supporting websites & individual lessons.**  |
|  | Introduction to the course. Food Safety recap.  | Recap of the essential food safety knowledge that is required to undertake this course safely. Teacher demonstration of meatball sub roll. | Content and skills that are going to be taught during the course. Expectations of pupils. Discussion of the importance of food safety and rules to make sure food prepared is safe to eat. Demonstration of next lesson’s practical with questioning on food safety. Exam style questions to be completed and self assessed.  |  | High Risk Food HygieneCross Contamination  | The discovery of Salmonella by Dr Salmon in the 1800’s | Question students on their existing knowledge of food safety to assess Plenary quiz will assess learning that has taken place through the lesson. current knowledge and previous learning |  |
|  | Focussed practical task  | Meatball Sub | Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used.  | Use KO to answer question sheet in preparation for next lesson – meat and poultry theory  | ShapingCombining High Risk Food Denature | Meatballs in other cultures – kofte, keftedes, faggots | Recall of knowledge of meat through targeted questions during practical task. Students put theory into practice. |  |
|  | Commodities – Meat  | Types of meat and poultry, structure of meat, nutritional value, reasons for cooking and cooking and storage methods | Discussion and questioning on meat. Completion of exam style questions to be self-assessed. Research of dishes using different types of meat using BBC Good Food and class recipes books.  |  | Connective TissueDigestible  | Provenance of meat in the UK and in other countries in the world. Religious dietary requirements in relation to meat.  | Starter quiz to assess knowledge gained through previous lessons related to the topic.  |  |
|  | Commodities – Eggs  | Methods of cooking eggs, nutritional value, functional properties, storage of egg. Demonstration of swiss roll recipe by teacher. | Discussion and questioning on eggs and their uses in cookery. Class discussion on the ethics of caged hen farming. Demonstration of swiss roll recipe with questioning on the nutritional value, function and storage of eggs. Students to complete exam tyle questions and self assess. Students can then research egg recipes using the internet and identify the function of the egg in each recipe.  |  | Porous  | Free range v caged hens. Ethical questions | Questioning of students related to protein and the function of protein in the diet. |  |
|  | Focussed Practical Task  | Swiss Roll  |  Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. | Use KO to answer question sheet in preparation for next lesson – fish and seafood theory  |  AearationDenature | The origins of the swiss roll and difference in recipe around the world.  | Recall of knowledge of eggs through targeted questions during practical task. Students put theory into practice |  |
|  | Commodities – Fish and Seafood | Types of fish, nutritional value, structure, storage, and cooking. Teacher demonstration of fishcake | Class discussion and questioning on the different types of fish and seafood available. Show students the Gordon Ramsay YouTube videos of Billingsgate market. Demonstrate the fish cake recipe to students and question them on the learning of the topic so far. Students to complete exam style questions based on the topic and then use the Internet in class cookery books to research dishes using the different types of fish and seafood they have learned about. |  |  GoujonCrustacean | Provenance of fish and seafood in the UK and around the world.  | Questioning of students related to structure of meat and differences compared to fish, and function of protein.  |  |
|  | Focussed Practical Task  | Fish cake | Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. | Use KO to answer question sheet in preparation for next lesson –cereals |  BindingCoatingDenature | Origins of fishcakes and differences in recipes around the world | Recall of knowledge of fish and seafood through targeted questions during practical task. Students put theory into practice |   |
|  | Commodities - Cereals | Nutritional value and storage of wheat, barley, oats, rye, and rice. Teacher Demonstration of fresh pasta  | Discuss the different types of cereals available making sure that students understand we are not learning only about breakfast cereals. Inform students about the way the different cereals are produced and stored and of the nutritional value. Students complete note sheet to help them answer exam style questions which they were in self assess. Teacher will demonstrate fresh pasta which will be made next lesson and question students on their learning of cereal so far, with a focus on how weight is processed into flour. |  |  CultivatedPerishProcessedWholegrain  | Provenance of cereals and staple foods eaten around the world | Recall of knowledge of fibre and starchy carbohydrates from KS3.  |  |
|  | Focussed Practical Task –  | Fresh Pasta | Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. | Use KO to answer question sheet in preparation for next lesson –milk and yoghurt  | Dough 00 flourGluten | Origins of pasta and pasta making  | Recall of how pasta is produced and knowledge of cereals from last lesson  |  |
|  | Commodities – Milk and Yoghurt | Nutritional value and storage of milk and yoghurt. Types of milk and yoghurt and uses in cookery.  |  Discuss and question students on the types of milk and yoghurt that are available. Inform students about the way milk and yoghurt should be stored and discuss its uses in cookery. Demonstrates the next lesson is blueberry yoghurt muffin recipe to the students and question them on their learning so far. Students are to complete exam style questions and then self assess their answers. Students can then use the Internet or the cookery books to research recipes that use milk and yoghurt as an identified the function of the milk or yoghurt in the recipe. |  | PasteurisationFermentationLactose | The provenance of milk in the UK | Questioning throughout lessons and completion of exam questions to encourage recall of knowledge  |  |
|  | Focussed Practical Task  | Blueberry Yoghurt Muffins |   Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. | Use KO to answer question sheet in preparation for next lesson –cheese  | Coagulation | The uses of yoghurt in cookery around the world  | Questioning of students to encourage recall of previous lesson on yoghurt  |  |
|  | Commodities – Cheese Theory | Types and uses of cheese, nutritional value and storage of cheese | Discuss and question students and the types of cheese and they use in cooking that they already know about. Inform students about the nutritional value of cheese. Discuss the uses of cheese in cooking. Conduct sensory evaluation of different cheeses and demonstration of macaroni cheese recipe for next lesson. Question students on what they have learnt about cheese during the demonstration. Opportunity to complete related exam style questions. |  | FermentedRipened cheeseUnripened cheese | A brief history of cheese – TedTalk | Recall of knowledge of milk and yoghurt  | Different cheeses for tasting  |
|  | Focussed Practical Task-  | Macaroni Cheese | Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. | HW – Use KO to answers question sheet on alternative proteins  | Roux   | The origins of the dish  | Targeted questioning throughout practical lesson | [PowerPoint](file:///T%3A%5CCurriculum%20Planning%5C2020-21-%205Yr%20plans-%20MTP-SOW-KO-All%20departments%5CDT%5CLESSON%20RESOURCES%5CYEAR%2010%20FOOD%5CBlueberry%20Yoghurt%20Muffins%20Recipe.pptx) |
|  | Commodities- Alternative Proteins | Types and uses, nutritional value  | Students work in groups to research different types of alternative proteins and create a presentation to feedback to the group. Students then complete exam style questions based on what they have learnt.  |  | SoyaTofuLow Biological Value | The orgins of many soya products in China  | Questioning of students to encourage recall of prior learning | [PowerPoint](file:///T%3A%5CCurriculum%20Planning%5C2020-21-%205Yr%20plans-%20MTP-SOW-KO-All%20departments%5CDT%5CLESSON%20RESOURCES%5CYEAR%2010%20FOOD%5Ccarbs%20lesson_.pptx)  |
|  | Focussed Practical Task  | Quorn Bolognese  | Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. | HW – Use KO to answers question sheet on fats and oils  | QuornSweating (of garlic and onions)  | **The origins of qourn - Quorn** was first launched onto the British Market in 1985, by Marlow Foods. The company name offers a clue to its origins. **Quorn** was developed from a fungus found growing in Marlow, Buckinghamshire. | Targeted questioning throughout practical lesson to encourage recall of related prior learning | [PowerPoint](file:///T%3A%5CCurriculum%20Planning%5C2020-21-%205Yr%20plans-%20MTP-SOW-KO-All%20departments%5CDT%5CLESSON%20RESOURCES%5CYEAR%2010%20FOOD%5CMini%20Manchester%20Tart%20Recipe.pptx)  |
|  | Commodities- Fats and Oils | Types of butter, oils, and margarine ;uses and nutritional value  | Do students know the main difference between butter and margarine? Show students examples of different oils, butters, and margarine. Students attempt to make butter. Students’ complete exam style questions on butter, oils and margarine. Teacher demonstration of next week’s recipe with questioning to assess what students have learnt.  |  | AerationShortening  | Introduction of margarine to the diet after WW1 when butter was in short supply  | Recall of previous learning of topic in KS3 | PowerPoint |
|  | Focussed Practical Task:  | Cheese and onion triangles  |  Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. | HW – Use KO to answers question sheet on sugars and syrups  | ShorteningFats | Pastry products around the world | Targeted questioning throughout practical lesson to encourage recall of related prior learning |  |
|  | Commodities : Sugar and syrup  | Types of sugar and syrup and where it comes from, students investigate different sugars through the completion of a mini food investigation  | Question students on the types of sugar that they already know about and then introduce them to the 5 main types of sugar. Show students where sugar comes from and discuss the primary function of sugar as a sweetener.Show students a selection of different sugars. Introduce students to the three different types of syrups and how they are made. Students to conduct sensory analysis of cakes made using different types of sugar .Which type of sugar gives the best result – students complete a mini food investigation.  |  | Sugar CaneSugar Beet | The provenance of sugar – where it is grown and processed. History of sugar imported to UK in the 11th century |  | Cakes made with different types of sugar for food investigation . Different types of sugar to show students  |
|  | Focussed Practical Task  | Flapjacks |  Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. |  | Revise for end of unit test  |  | Origins of the word ‘flapjack’  |  |
|  | End of unit test  |  |  |  |   |  |  |  |

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|  | Focussed practical task:  | Low Fat Toffee Apple Cake | Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used. |  | **Aeration** |  | Recall of previous learning of commodities and principles of nutrition  |  |
|  | Principles of nutrition: Carbohydrate | The difference between starch, sugars and fibre. The source and function of carbohydrate in the diet. The effects of a deficiency or excess of fibre in the diet | Ask students to write down the foods that they know that contain carbohydrates. Show students the gastrolab video ‘ The Science behind Carbohydrates’. Recap on the 3 types of carbohydrates and the foods in which they are found. Discuss with students the effects of eating too much or too little carbohydrate. Students to answer exam style questions. Students create a menu that is high in NSP. |  | **Monosaccharides****Disaccharides****Non Starch Polysaccharides ( Fibre)** **Soluble fibre****Insoluble fibre**  | **In the Mid 1800’s it was German chemist, Justus Von Leibig, who discovered that energy is derived from carbohydrate foods.**  | Recall of KS3 learning about carbohydrates | [GastroLab Carbohydrate Clip](https://www.youtube.com/watch?v=z1NiKVSAltY)  |
|  | Focussed Practical Lesson  | Pizza  | Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used | Complete question sheet using KO to prepare for next lesson – vitamins | **Dough** **Gluten** **Kneading****Carbohydrate** | **The history of pizza in ancient Rome (** *panis focacius*)  | Recall of knowledge on commodities and nutrients |  |
|  | The principles of nutrition  | Vitamins  | Students read the article on s curvy, highlighting any foods mentioned. Show students the TedTalk clup on vitamins. Cover tables with large sheets of paper and put students into groups. One student lies down on the table and their peers draw around them. Students use the textbooks to show the function of the vitamins by drawing it on the outline of the body. Students then feedback their findings and complete exam style questions. Students plan a meal that contains all of the fat soluble vitamins and lists where the vitamins are found.  |  | **Fat (Lipid ) Soluble****Water Soluble**  | **Dr Lind and the treatment of scurvy**  | Recall of micronutrients | [Vitamins and Minerals Clip](https://www.youtube.com/watch?v=ISZLTJH5lYg)[Article for starter - scurvy](https://www.bbc.co.uk/news/uk-england-37320399)  |
|  | The principles of nutrition  | Minerals | Ask the students if they can link a pint of milk and a beautiful healthy smile. Ask students what they already know about minerals and explain what they are. Show the Gastrolab video’ The science behind vitamins and minerals; as a recap in vitamins and an introduction to minerals. Students repeat the task from last lesson, this time with minerals. Students draw around one group member and annotate the diagram to show the function of minerals in the diet. Students answer exam style questions and then choose one/two mineral to design a 3 course meal that is rich in those particular minerals.Teacher demonstration of practical whilsts questioning students to assess learning  |  | **Minerals****Trace Elements** | **One out of three people in developing countries have a diet deficient in dietary minerals**  | Recall of previous learning on nutrition and commodities | [Gastrolab Clip - Science behind vitamins and minerals](https://www.youtube.com/results?search_query=minerals+in+the+diet)  |
|  | Focussed Practical Lesson -  | Chickpea, tomato and spinach curry  | Verbal feedback as teacher circulates the room during practical. Questioning of students on techniques and ingredients used |  | **Simmering****Vitamins****Minerals** | **History of the curry**  | Recall of previous learning on nutrition and commodities |  |