



	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12
TOPIC (S)	<p>Plenary To appraise and evaluate their learning journey. To evaluate their practical cooking experiences.</p> <p>Demonstration/ Practical: Pizza. To produce a bread base and practice the 'kneading' technique required in bread making. To understand the use of yeast in cooking and to produce a nutritious meal from basic ingredients.</p>	<p>To prepare and cook a main meal dish using one or more ingredient that provides a source of protein, such as frittata or tortilla.</p> <p>To demonstrate the skills of preparing filling ingredients, using a variety of small equipment, using the oven.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p> <p>To describe the functions of eggs in cooking.</p> <p>Demonstration/ Practical: Pasta Carbonara</p>	<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 investigate and compare a range of pre-prepared pasta products.</p> <p>To explain the process of gelatinisation in sauce making.</p> <p>Demonstration/ Practical: Lamb Kebabs/Pitta breads</p>	<p>To prepare and cook a main meal dish which demonstrates the role of calcium in the diet, such as, tuna pasta bake, vegetarian pasta bake.</p> <p>To demonstrate the preparation of an all-in-one sauce; demonstrates 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 calculate the nutritional profile and compare the effect of using alternative ingredients.</p> <p>Demonstration/ Practical: Chicken Nuggets. To learn how to coat foods to change the texture of foods and understand the process in which egg allows this to happen.</p>	<p>To identify and explain the factors that affect individual food choice.</p> <p>To investigate the dietary needs of young adolescents.</p> <p>To summarize the actions in the School Food Plan related to school lunches.</p> <p>To plan a dish suitable for a hot school lunch to help meet the nutritional needs of the identified group.</p> <p>Demonstration/ Practical: Jam and Coconut sponge square.</p>	<p>To prepare and cook a main meal dish suitable for a hot school lunch, such as chicken biryani, chicken Chow Mein.</p> <p>To demonstrate the preparation of vegetables, the use of herbs and spices, use of the hob.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking.</p>
Knowledge & Skills development	<p>1- Recall and apply the principles of <i>The Eatwell Guide</i> and the 8 tips for healthy eating;</p> <p>2- Explain energy and how needs change through life;</p> <p>3- Name the main nutrients, sources and functions;</p> <p>4- Adapt and follow recipes using appropriate ingredients and equipment to prepare and cook a range of more complex dishes;</p> <p>5- Demonstrate a wider range of food preparation and cooking techniques;</p> <p>6- Apply the principles of food safety and hygiene;</p> <p>7- Explain the factors that affect food and drink choice;</p> <p>8- Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making in a range of contexts such as home, health and agriculture;</p> <p>9- Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science;</p> <p>10- Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn.</p>					

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	11. Track their progress using the My learning journey booklet (cooking, nutrition, ingredients and creativity).					
Assessment / Feedback Opportunities	Cold call, verbal feedback	Cold call, verbal feedback, booklet review.	Cold call, verbal feedback	Cold call, verbal feedback	Cold call, verbal feedback	Cold call, verbal feedback
Cultural Capital	Developing the skills and knowledge to enable pupils to buy and prepare, safely, a nutritious meal					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Working together, sharing equipment, following rules, respect and tolerance for each other.					
Reading opportunities	Year 8 Food Knowledge Organiser.					
Key Vocabulary	sodium chloride (NaCl), carbohydrates, protein, vitamins and minerals, Glucose, Lactose intolerance saturated fat					
Digital Literacy						
Careers	Discussion on opportunities in Hospitality industry.					