



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
TOPIC (S)	<p>Objective: To describe and apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life. To outline why dietary needs change throughout life stages. To describe the main dietary requirements in each key life stage. To investigate diet related health issues.</p>	<p>Object To prepare and cook a main meal dish such as bacon and pea risotto or mushroom and spinach risotto. To demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature, cooking with rice. To demonstrate and apply the principles of food safety and hygiene when cooking. To investigate what happens when rice and other grains are cooked. Practical/Demonstration Brownies. To use the melting method cake making. To practice the importance of accurate weighing and measuring and to understand that cooking times have an effect on the final product.</p>	<p>Objective: To list and explain the dietary needs of children and young people. To investigate the relationship between physical activity and energy balance. To compare and evaluate different types of pasta (dried, and fresh), pasta sauces (chilled, jar, long life). To calculate the cost of readymade and homemade pasta sauce Practical/Demonstration Fajitas. To produce a nutritious meal from basic ingredients and use the oven as the main cooking method. To determine when the ingredients are cooked so that it will not cause food poisoning. To practice the use of the 'claw' and 'bridge' grips when cutting and preparing foods.</p>	<p>Objective: To demonstrate the skills of preparing a range of vegetables, making a meat/alternative sauce, using hob/oven safely. To plan and carry out a sensory evaluation of the dish. To calculate the cost of the dish and compare with a commercial product. To demonstrate and apply the principles of food safety and hygiene when cooking. Practical/Demonstration Sweet and sour chicken. To produce and edible product from basic ingredients. Practice the basic cutting skills and be able to estimate when chicken is cooked thoroughly.</p>	<p>Objective: To identify the dietary needs for the population who have special dietary requirements (including food allergens, food intolerance, and religious/cultural needs). To investigate product information that is available to the consumer. To plan a menu for a person with a specific dietary need. Practical/Demonstration Thai green curry. To be able to produce a cooking 'paste, and produce a product the is from basic ingredients.</p>	<p>Objective: To prepare and cook a main meal dish for a person with a specific dietary need, such as cottage pie, Cumberland pie or vegetarian pie (with different toppings/thickening agents/flavouring as required). To demonstrate the skills of vegetable preparation and cooking, making a meat/alternative base, combining/layering ingredients, finishing, using the oven. To compose allergen and nutritional information for the consumer. To demonstrate and apply the principles of food safety and hygiene when cooking. Practical/Demonstration Pastry and Quiche. To use the rubbing-in-method of pastry making. To produce a savory custard and understand how the eggs combine to set the mixture.</p>

Knowledge & Skills development	<ul style="list-style-type: none"> ▪ Apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life; ▪ List and explain the dietary needs throughout life stages; ▪ Investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare; ▪ Explain the characteristics of ingredients and how they are used in cooking; ▪ Adapt and follow recipes to prepare and cook a range of predominately savoury dishes; ▪ Demonstrate a range of food preparation and cooking techniques and independently apply the principles of food safety and hygiene; ▪ Investigate and discuss new trends and technologies used in food production, processing and cooking; ▪ Demonstrate the knowledge, understanding and skills needed to engage in an iterative process of designing and making; ▪ Be given regular opportunities to demonstrate and apply their knowledge and understanding of food science; ▪ Be given regular opportunities to consolidate their literacy and numeracy skills by using them purposefully in order to learn. ▪ Track their progress using the My learning journey booklet (cooking, nutrition, ingredients and creativity). 					
Assessment / Feedback Opportunities	Cold call and possibly quiz.	Cold call, verbal feedback.	Cold call, booklet review.	Cold call, verbal feedback	Cold call, booklet review.	Cold call, verbal feedback.
Cultural Capital	Pupils develop the skills and knowledge to source, procure and safely make a nutritious meal.					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	Sharing and cooperating in a practical situation. Following rules, showing tolerance and respect for each other.					
Reading opportunities	Year 9 Knowledge Organiser.					
Key Vocabulary	diarrhea, sodium chloride (NaCl), coronary heart disease, Triglycerides, cholesterol, saturated fat, carbohydrates, lactose intolerance, Celiac disease					
Digital Literacy						
Careers	Discussion on career opportunities in the Hospitality industry.					