

### Subject Vision

“Give a man a fish, and he will be hungry again tomorrow; teach him to catch a fish, and he will be richer all his life.”

Food is a vital part of our lives and understanding how to cook and having a balanced diet is one of the most important life skills young people can have. At Ratton School we aim to develop a young person’s knowledge and understanding of food to ensure they leave school with the skills they need to live a happy and healthy life.

### End Points

#### Students should...

EP1: Develop the skills and knowledge related to diet and health

EP2: Develop an awareness of customers and their different needs

EP3: Develop an understand of what influences food choice

EP4: have knowledge of the labelling of food

EP5: develop confident practical skills using tools and food safely and hygienically

EP 6: Understanding hospitality ad catering provision and how hospitality and catering providers operate (KS4 only)

### Subject Domains of Knowledge

D1: know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.

D2: understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.

D3: use current healthy eating advice to choose a varied balanced diet for their needs and those of others.

D4: know that food is produced, processed and sold in different ways, e.g. conventional and organic

### Subject Key Concepts

C1: use nutrition and allergy information on food labels to help make informed food and drink choices.

C2: use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.

C3: use equipment safely, being aware of others’ safety.

C4: modify recipes

C5: understand and use good food safety practices.

C6: know how to safely make use of leftovers.

farming, fair trade. ...know about the different stages in food production and processing.

D5: understand how geography, weather and climate influence the availability of food and drink.

D6: know about the different stages in food production and processing.

D7: compare the cost of food when planning to eat out or cook at home.

D8: understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.

D9: be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.

D10: understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.

D11: know that it is important to be aware of portion size when choosing food and drinks.

<b>Units</b>	<b>Unit 1: Staple Foods Around the World</b>
<b>Unit Overview</b>	The aim of this project is to help you develop your understanding of staple foods around the world and be able to make a variety of dishes using different staples.
<b>Lesson Sequence</b>	1. <b>Staple foods and food miles</b> - students will understand how we are able to buy foods all year round by exploring food miles
	2. <b>Bean salad practical</b> - how to use a knife safely and reinforce health and safety in the kitchen

	3. <b>Soup and seasonal food</b> - students will understand how to use the blender safely by making a nutritious soup
	4. <b>Salad pot</b> - To understand how to create healthy meal options and the nutritional value of that dish
	5. <b>Adapting dishes</b> - To understand how to adapt meals to suit the needs of different consumers
	6. <b>Vegetable curry-</b> To understand how to use spices to create a dish independently.
	7. <b>Bolognaise sauce-</b> to understand how a food can fit into all groups within the eat well guide by making a compound food
	8. <b>Spice theory-</b> to you understand how herbs and spices impact on the overall sensory appeal of a range of different dishes
	9. <b>Flatbread Practical-</b> To understand how to use heat correctly to produce an unleavened bread
	10. <b>Starch Research practical lesson-</b> to understand how to work as a team using carbohydrate ingredients and designing and creating a dish
	11. <b>Starch theory assessment-</b> to create and design a carbohydrate based meal for their assessment <b>ASSESSMENT</b>
	12. <b>Scones-</b> using the rubbing in method and quality control points to make evenly sized products and how they are industrially
	13. <b>Starch practical assessment-</b> working independently using starch in an interesting way and creating dishes that they have designed <b>ASSESSMENT</b>
	14. <b>Fair trade-</b> to understand what fair trade is and the impact it has on the world
	15. <b>Cookies-</b> To understand the creaming method and whether using fairtrade is better
	16. <b>Pancakes-</b> to understand how to control the heat of the hob by making American pancakes
	17. <b>Pizza Swirls-</b> to understand the science behind making bread and how to make a healthy snack
	18. <b>Savoury rice-</b> to understand how to make a complete meal using rice (carbohydrate)
<b>Key Domains and Concepts</b>	D1: know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.

<p><b>taught in this Unit / Term</b></p>	<p>D2: understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.</p> <p>D3: use current healthy eating advice to choose a varied balanced diet for their needs and those of others.</p> <p>D4: know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade. ...know about the different stages in food production and processing.</p> <p>D5: understand how geography, weather and climate influence the availability of food and drink.</p> <p>D6: compare the cost of food when planning to eat out or cook at home.</p> <p>D8: understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.</p> <p>D9: be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.</p> <p>D11: know that it is important to be aware of portion size when choosing food and drinks.</p> <p>C2: use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>C3: use equipment safely, being aware of others' safety.</p> <p>C4: modify recipes</p> <p>C5: understand and use good food safety practices.</p> <p>C6: know how to safely make use of leftovers.</p>
<p><b>KS4 End Points</b></p>	<p>EP1: Develop the skills and knowledge related to diet and health</p> <p>EP2: Develop an awareness of customers and their different needs</p> <p>EP3: Develop an understand of what influences food choice</p> <p>EP5: develop confident practical skills using tools and food safety and hygienically</p>
<p><b>Declarative Knowledge (Students should know)</b></p>	<p>Students should know:</p> <ul style="list-style-type: none"> <li>• How to adapt dishes to suit different dietary requirements</li> <li>• What different herbs and spices do in different dishes</li> <li>• How to plan for a dish they have designed</li> <li>• About food issues, such as fair trade and food miles</li> </ul>

	<ul style="list-style-type: none"> <li>• Where different food come from and why</li> <li>• The issues related to handling raw meat and what can happen if not done so safely.</li> <li>• The rules of pastry making</li> <li>• What makes a balanced meal</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Season their dishes correctly</li> <li>• Make their own dish</li> <li>• Bake different dishes</li> <li>• Fry accurately</li> <li>• Use all equipment safely and accurately</li> <li>• Handle raw meat safely and hygienically</li> <li>• Demonstrate the function of sugar in baking</li> <li>• Present dishes professionally</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	<p>Fair trade  Food miles  Staple Food  Provenance  Culture  Sustainability  Food poisoning  Bacteria  Temperature  Life Stages  Nutrients  Equipment - knife/ chopping board/ wooden spoon/ palette knife/ spatula/ fish slice/ colander/ oven. Hob/ peeler</p>

<b>Assessment (Summative and Formative)</b>	<p>Assessment 1: practical assessment of vegetable curry</p> <p>Assessment 2: theory assessment of design and time plan for their own product they have come up with based on a starchy ingredient</p> <p>Assessment 3: practical assessment of their own dish they have designed based on a starchy ingredient</p>
<b>Links to Prior Learning</b>	<p>Year 7- understanding of nutrition and eatwell guide. Have developed safe skills which they are confident in executing when making their dishes.</p>
<b>Next steps in learning</b>	<p>Year 9- moving onto more challenging recipes, deeper understanding of nutrition and its application. Deeper knowledge of the function of ingredients and food issues affecting them as they move through life.</p>
<b>Common Barriers to learning in this unit</b>	<p>Lack of confidence and experience in the kitchen. May not have tried the food we will be cooking and this can cause them to not want to cook the dish.</p>