

Unit Title & Duration:				
Key Assessment skills & Assessment Objectives:				
Objectives	Outcomes	Activities	Linked AO's or NC	Homework Inc wider reading & KOs
Learning Cycle:				
<p>Lesson 1/2 : hygiene and safety/Setting out the food science experiment</p> <p>MARK POINT</p> <p>L.Q Why it is important to be safe and clean in the food rooms?</p> <p>C.Q What rules are there about food handling?</p> <p>Why do some foods go brown?</p> <p>What is this process called?</p> <p>What is taking place?</p> <p>2 Lesson 2: Practical fruit fusion/ enzyme browning</p> <p>L.Q Can you explain the two reasons why foods go brown?</p> <p>Can you demonstrate the</p>	<p>Pupils :</p> <p>Will understand the key health and safety procedures in food technology.</p> <p>Will be able to identify the key differences between a hygiene risk and a safety risk.</p> <p>Will understand the importance of storage of food.</p> <p>Will understand enzyme browning of fruit.</p> <p>Will know how to use the bridge and claw technique for safe cutting/chopping.</p> <p>Will demonstrate safe working practice.</p> <p>Will work in safe and hygienic conditions.</p>	<p>Do it Now: What could go wrong if we didn't follow health and safety?</p> <p>Explanation: Introduction to project. What we will be learning, we will begin by learning about kitchen hygiene and safe working practice. We will do this so that pupils know how to be safe and hygienic and avoid food poisoning.</p> <p>In this project we will also be learning a range of practical skills, these will equip pupils so that they are able to produce a repertoire of predominantly savory practical products. We will learn about a balanced diet so that pupils have the knowledge to make good food choices and lead healthy lives.</p> <p>Introduce food science experiment.</p> <p>Why does food go brown (HAP Enzyme Browning, how is this different to Mallard browning)</p> <p>Modelling/ Explanation: Watch demonstration of Bridge and claw, explain the safety issues of using knives/safe handling/carrying around the room.</p> <p>Deliberate Practice: Complete fruit salad product. In this practical pupils will be developing their use of the bridge and claw technique. This is a simple first practical, the level of challenge is low, and this is done at the start to make an assessment of pupil's practical skills. This will allow the teacher to pitch the following sessions at an appropriate level of challenge and will allow pupils to develop essential knife skills (bride and claw, peeling, chopping, dicing)</p> <p>Feedback: group assessment and grading of practical work.</p> <p>1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food.</p> <p>3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products.</p> <p>5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively.</p> <p>7/8/9 - I can plan practical work and my use of time in practical lessons. I can work</p>	<p>NC</p> <p>Students will become competent in a range of cooking techniques</p> <p>AO</p> <p>1.3 Assess potential risks and hazards in the cooking environment.</p> <p>NC Students will become competent in a range of cooking techniques</p> <p>AO 4.1</p> <p>Demonstrate safe and hygienic working practices to prepare self and environment for cooking.</p>	<p>Pupils use knowledge to complete hygiene in the kitchen worksheet.</p> <p>Evaluate the fruit fusion practical.</p> <p>AO</p> <p>3.3 Describe the purpose of different ingredients in a recipe.</p> <p>3.3 Evaluate completed dishes</p>

<p>bridge and claw technique? CQ What are enzymes?</p>	<p>Will use the knives</p>	<p>hygienically and safely with independence at all times in practical lessons. Pupils to note down in books their level for this practical. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.</p>		
<p>Lesson 3/4 : Eat well Guide/pizza toast L.Q L.Q what is The Eat well guide? C.Q Does the UK have a problem with diet? What indicators are there of this? MARK POINT Pizza toast practical L.Q Can I demonstrate safety and accuracy in the food room through the production of mini pizza's C.Q Can I explain the importance of quality control checks in batch production? And apply it to my product?</p>	<p>Pupils : Will know why it is important to have a balanced diet. Will understand the main sections of the Eat Well Guide. Will be able to identify foods which should be eaten in moderation. Pupils : Will know how to complete a successful savory product. Will understand how to use the grill and the oven to cook. Pupils will use differentiated sheets to guide them through the practical.</p>	<p>Do it Now: Slide – do you recognize this diagram? What do you know about it? Explanation: What is the Eat well guide? Why do we need a guide for healthy eating? What does the guide represent? Does the UK have an issue with diet? HAP's – What links can we make between diet and disease? What has the government focused on in the past 12 months? Discuss the sections of the guide. Modelling: What level of detail are we expecting in the written work? Example of pupils work shared. Annotated on the board/use of visualizer. With a peer work through the sections of the Eat well guide, research what each section is needed for. Deliberate Practice: Pupils will begin with labelling the foods that go into each section of the Eat well guide. Then using different colored paper, make note on the functions in the body of the different sections. Do it Now: On your own consider three ways in which you can be safe in a practical lesson Deliberate Practice: Main pupils to use the kitchen space to prepare their pizza toast product. Pupils will revisit the knife skills they learnt in the last practical, they will learn about the safe use of the hob/oven and the risks associated with cooking with heat. What are quality control checks? Does the UK have a problem with diet? What are the indicators? What impact does this have on society? Feedback: Plenary pupils self assess their practical work. 1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food. 3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products. 5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively. 7/8/9 - I can plan practical work and my use of time in practical lessons. I can work hygienically and safely with independence at all times in practical lessons. Pupils to note down in books their level for this practical. LAP- now will have ingredients to assure equal opportunities.</p>	<p>NC To understand the nutrients the body needs and about balance. AO 1.1 Describe the main food groups. NC Students will become competent in a range of cooking techniques and be able to cook a repertoire of predominantly savoury practical products. AO 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking.</p>	<p>Keep a food diary for 2 days does my diet follow the guide? HWK to gather ingredients for next lesson Evaluate the pizza practical. AO 3.3 Describe the purpose of different ingredients in a recipe. 3.3 Evaluate completed dishes</p>

		HAP-targeted to CQ.		
<p>Lesson 5: Pasta Salad/Pasta Bake</p> <p>Objectives:</p> <p>L.Q Can I demonstrate safe using of the hob to boil water, handling cooked meat whilst making my pasta product?</p> <p>C.Q Can I suggest additional ingredients which will enhance the nutrients in my pasta product?</p> <p>MARK POINT</p>	<p>Pupils :</p> <p>Will know how to complete a successful savory product.</p> <p>Will understand how to use the hob and the necessary H&S associated with boiling water.</p>	<p>Do it Now: Section B of the KO, what are the safety rules for the food room?</p> <p>Explanation In this practical we will focus on developing our knife skills, we will be using the hobs and we will need to use the colander, there is a high risk associated with this practical.</p> <p>Deliberate Practice: Main pupils to use the kitchen space to prepare their pasta product.</p> <p>Pupils will revisit the knife skills they learnt in the last practical, they will learn about the safe use of the hob/oven and the risks associated with cooking with heat.</p> <p>Feedback: Plenary pupils self asses their practical work.</p> <p>Practical Assessment</p> <p>1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food.</p> <p>3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products.</p> <p>5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively.</p> <p>7/8/9 - I can plan practical work and my use of time in practical lessons. I can work hygienically and safely with independence at all times in practical lessons.</p> <p>Pupils to note down in books their level for this practical.</p> <p>LAP- now will have ingredients to assure equal opportunities.</p> <p>HAP-targeted to CQ.</p>	<p>NC Students will become competent in a range of cooking techniques and be able to cook a repertoire of predominantly savoury practical products.</p> <p>AO 4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking.</p>	<p>Evaluate the pasta practical.</p> <p>AO 3.3 Describe the purpose of different ingredients in a recipe.</p> <p>3.3 Evaluate completed dishes</p>
<p>Lesson 6/7: Science of bread/practical</p> <p>Will know how to make a bread product.</p> <p>Will understand the functions of the different ingredients.</p> <p>Will be able to identify the key stages of bread</p>	<p>Pupils :</p> <p>Will know how to knead.</p> <p>Will understand the importance of proving.</p> <p>Will have a deeper understanding of the function of yeast in bread making.</p> <p>Will be able to shape</p>	<p>Do it Now: How many different types of flour can you name?</p> <p>Explain in your books what you think the differences may be?</p> <p>-pupils mind map the 4 main ingredients in bread and the functions of each ingredient</p> <p>Explanation What are the four main ingredients in bread, what function does each have? Watch video to demonstrate problems with under proving.</p> <p>Pupils need to understand the functions of raising agents. Pupils need to understand the function of gluten.</p> <p>Deliberate Practice: Main: Pupils to conduct Yeast experiment. How does sugar effect the growth of yeast?</p> <p>Deliberate Practice: Make Bread product.</p> <p>Set a success criteria.</p>	<p>NC Students will become competent in a range of cooking techniques and be able to cook a repertoire of predominantly savoury practical products.</p> <p>AO 4.1</p>	<p>Evaluate the bread practical.</p> <p>AO 3.3 Describe the purpose of different ingredients in a recipe.</p> <p>3.3 Evaluate completed dishes</p>

<p>making LQ: What impact does the choice of flour have when making bread? C.Q What is the function of gluten in bread? L.Q Can I explain the function of kneading bread? C.Q The term proving relates to allowing the bread to rise, What are the problems associated with under proving?</p>	<p>their bread products (6 identical shapes) Main pupils to produce 6 identical bread products. Plenary self-assessment www/ebi</p>	<p>Have you met the success criteria? Peer assess your partner-</p> <ul style="list-style-type: none"> • How well are they doing the kneading technique? • Can they do anything to improve their skills? <p>Feedback: Plenary pupils self assess their practical work. 1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food. 3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products. 5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively. 7/8/9 - I can plan practical work and my use of time in practical lessons. I can work hygienically and safely with independence at all times in practical lessons. Pupils to note down in books their level for this practical. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.</p>	<p>Demonstrate safe and hygienic working practices to prepare self and environment for cooking.</p>	
<p>Lesson 8/9:</p>	<p>Pupils : Will understand the functions of sugars and understand the dietary related issues of sugar consumption. Will understand the melting method of cake making. Pupils will understand how to use the oven and hob safely.</p>	<p>Do it Now: Why is sugar bad for us? Write your answers down in full sentences. Explanation: What are the functions and uses of sugar in the diet and in cooking? Questioning: Why is an excess a problem? What dietary related disease are related to an excess of sugar. Modelling/ Explanation: Watch flapjack demonstration. How could we reduce the amount of sugar used? What affect would this have on the final product? Deliberate Practice: In pairs make flap jack product. Feedback: Teacher assessment of practical work/ use of visualizer for whole class feedback. 1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food. 3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products. 5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively. 7/8/9 - I can plan practical work and my use of time in practical lessons. I can work</p>	<p>NC Pupils will learn about the different sections of the Eat Well guide, what each section is for and how much of our daily diet each section is worth. 1.1 Describe the main food groups.</p>	<p>Home learning Write a newspaper article aimed at teenagers explaining the problems with having too much sugar in the diet.</p>

		hygienically and safely with independence at all times in practical lessons. Pupils to note down in books their level for this practical. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.		
Lesson 10/11 Calcium/ Vitamin D/ rubbing in method of cake making. L.Q Can you explain the functions of Vitamin D and Calcium. C.Q What dietary problems would occur if there was a deficiency of the nutrients? LQ: Can you work independently from the recipe sheets to make your scones? C.Q: how can you ensure even consistency and regular shaped scones?	Pupils : Will learn about the role of calcium and Vitamin D in the body. They will understand (through teacher demonstration) how to use the rubbing in method of cake making. Pupils will understand how to ensure they have enough Dairy products in their diet and the issues with deficiency/excess.	Do it Now: Mind map What is the function of Calcium and Vitamin D in our body? Modelling/Explanation: Teacher demonstration of the rubbing in method of cake making. Key questions <ul style="list-style-type: none"> • What do you notice about the rubbing in method of cake making? • What tips will you use in next lessons practical? • What nutrients are in the scones? • What are the nutritional benefits of eating cheese scones? Explanation: Function in the body of Calcium and Vitamin D. Deliberate Practice: Pupils explain in their own words the source/functions and deficiencies related to the nutrients calcium and vitamin D. Do it Now: What is the function of calcium and vitamin D? Explanation: The importance of correct weighing and measuring. Deliberate Practice: Pupils to use the rubbing in method to make scones. Feedback: Teacher assessment of practical work/ use of visualizer for whole class feedback. Practical Assessment 1/2 -I can identify basic equipment and say what they are used for. I can work safely at all times when using a range of equipment to make prepare/cook food. 3/4 - I can get ready for a practical activity and use basic equipment with some assistance. I can select foods that are healthier and make simple changes to my products. 5/6 - I can identify equipment needed for practical lessons independently. I can use a variety of cooking methods and can use time effectively. 7/8/9 - I can plan practical work and my use of time in practical lessons. I can work hygienically and safely with independence at all times in practical lessons. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ. LAP- now will have ingredients to assure equal opportunities. HAP-targeted to CQ.	NC Pupils will learn about the different sections of the Eat Well guide, what each section is for and how much of our daily diet each section is worth. 1.1 Describe the main food groups.	
Learning Cycle:				
Lesson 12: evaluation L.Q Can I evaluate my skills and	Pupils : Will reflect on all of the skills they have learnt over their	Do it Now: What practical lessons have we done during this rotation of food and nutrition? What dishes did you make? Use your knowledge organizer to help you with key words.	NC using an awareness of taste, texture and smell	

<p>products from the food science course?</p>	<p>course and evaluate their practical products.</p> <p>They will use some of the GCSE writing frames to plan out their practical work.</p> <p>This will be modelled through Q+A after the DIN task.</p>	<p>Explanation: We will revisit the previous two practical products and learn about Evaluations, how they help in the design process, what we need to include, how we can use this to help with future planning/developments.</p> <p>Did you include a variety of cooking skills e.g. sauce making, pastry making, bread making, rubbing in, creaming, whisking? State what skills you used for each dish.</p> <p>Did you include a variety of cooking methods i.e. boiling, baking, toasting, frying, poaching, microwaving? State what methods of cooking you used for each dish.</p> <p>Any changes you would make to the ingredients in the dishes if the practical were repeated and why?</p> <p><u>Time management</u></p> <p>Comment on your time management during the task.</p> <p>Would your food be acceptable for paying customers?</p> <p>If you could improve the “making” say how and why?</p> <p>If you would improve the presentation how and why?</p> <p>Deliberate Practice: Pupils to use the writing frames to evaluate their own work.</p> <p>Challenge; To make suggestions for future adaptations and include</p> <p>Feedback: Formal assessment.</p> <p>1/2 -I can identify basic equipment and say what they are used for. I can describe the foods I have made.</p> <p>3/4 - . I can select foods that are healthier and make simple changes to my products. I can identify some good and bad points about my product when evaluating</p> <p>5/6 - I can identify equipment needed for practical lessons independently. I understand the nutrients in foods and our need for them. I can use sensory analysis when evaluating.</p> <p>7/8/9 - I understand the nutrients and can adapt recipes to make them healthier.</p>	<p>AO3.3 Evaluate completed dishes.</p>	
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