**Cultural Capital Opportunities**

**Subject: Food Preparation and Nutrition**

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|  | Spiritual | Moral | Social | Cultural | Personal Development | Physical Development |
| Year 7 |  | Where our food comes from -dairy farming. Have we the right to drink the milk meant for the calf? | Food as a social tool – family meals and sharing food | Preparing a range of healthy snacks from the UK and other countries. Learning about the different sources of ingredients | Learning simple food preparation techniques  Learning how to use the cooker and prepare food safely | Learning about diet and healthy eating |
| Year 8 | Examining different reasons why people make food choices and their own feelings towards these. | Quality assurance marks in food – what do these mean for crop/animal production? | Food as a social tool – family meals and sharing food | Foods for different diets and how to adapt foods to make them suitable for different diets  Where our food comes from – wheat | Thinking about why people eat what they eat, what influences people. How people get information about products and making individual food choices  Working with a range on different ingredients and building more skills to make foods suitable for vegans, vegetarians, gluten intolerant etc | Building on Y7 work learning what the main nutrients are why our bodies need them |
| Year 9 | Learning about food traditions in other countries – religious reasons for dietary rules and their feeling towards these | Fairtrade foods – what are they? Should we buy them?  Examining local and seasonal produce whilst learning about fruit and vegetable production  Trip to farm examines biodiversity and how farms are becoming more carbon neutral | Food traditions in other countries  Food as a social tool – family meals and sharing food – preparing meals suitable for families | Building knowledge of Fairtrade foods, learning about cocoa farming in the Dominican Republic  Why foods grow in different countries and how this contributes to peoples income  Trip to a working farm to learn about how farms operate and how crops are grown/animals reared | Building on previous skills learning how to make food safely and efficiently, using a range of higher level skills. Making mainly savoury dishes to promote healthy eating | Examining individual food commodity groups to learn about where we get the different nutrients from and how they form an important part of a healthy diet |
| Year 10 | Food poverty and insecurity – why does this happen? How can it be alleviated? | Animal rearing methods – what are they? How do students feel about these? How do students feel about eating animals?  Why is animal production bad for the planet? What are the alternatives?  Veganism/vegetarianism  Moral obligations of a multi nation company – Mondelez. | Food as a means for entertaining and different gatherings eg buffet food, street food etc | Why foods grow in different countries and how this contributes to peoples income  Trip to Cadbury World to examine how chocolate is made – from cocoa bean growing to production in the UK, learning about how this affects people income in the cocoa bean growing country. | Building on previous skills learning how to make food safely and efficiently, using a range of higher level skills. Making mainly savoury dishes to promote healthy eating  Different cooking methods – effects on food and nutrition | Examining individual food commodity groups to learn about where we get the different nutrients from and how they form an important part of a healthy diet  The Obesity Crisis – what is it? Why is it a problem? What can be done to alleviate it? |
| Year 11 | Food waste – why does it happen? What are students views on it? Solutions to avoid food waste. | Food packaging – why is it bad for the environment? What is being done to reduce packaging waste |  |  | Independent work on NEAs   * Organisation * Independence * Skill development * Time management |  |

**NB Year 11 is mainly NEA work (coursework)**

Working on two exam board set tasks students conduct a food science experiment and a food preparation task, culminating in a three-hour practical exam.

The tasks may be culturally based eg Food from Around the World or socially based eg Family meals – students conduct independent research into the task which will further their knowledge in this area.

Tasks are issued 1/9 and 1/11 of year 11.