



# FRAMEWORK FOR LEARNING



## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

### FOOD PREPARATION AND NUTRITION

## INTENT

“To eat is a necessity, but to eat intelligently is an art.” - **La Rochefoucauld**

Food Preparation and Nutrition at CHS South inspires students to develop and understand the relevance and importance of healthy eating to contribute to a healthy future. The food and drink industry are the UK's largest manufacturing sector and a vital part of the UK economy. It is a diverse, vibrant, innovative, and exciting industry, offering employment to people with a wide array of skills and talent. Studying Food Preparation and Nutrition will enable students to acquire a wide range of specialist skills covering problem solving, creativity, logical thinking, an analytical approach, good communication and teamwork. These skill sets are highly sought after by employers transferable across all industries. In studying this curriculum, we equip students personally, preparing them for their understanding of food and nutrition, but also within their potential future careers. Food Preparation and Nutrition provides progression to A Level, further education or onto an apprenticeship as well as supplementing as a building block to a future career in the Food and Hospitality sector.



<b>YEAR GROUP</b>	<b>YEAR 8</b>	
<b>RATIONAL / NARRATIVE</b>	This year 8 scheme of work has been developed to enable pupils to develop and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider the factors that affect food choice, food availability and food waste to expand their repertoire of dishes.	
<b>TERM KNOWLEDGE</b>  <b>SKILLS</b>  <b>ASSESSMENT</b>  <b>HOME LEARNING</b>	<b>TERM 1</b> <span style="float: right;"><b>TERM 2</b></span>	
	<b>Food Preparation and Nutrition: <i>Food Safety and Food Science</i></b> <ul style="list-style-type: none"> <li>• Macro and micronutrients</li> <li>• Energy balance</li> <li>• Food labelling</li> <li>• Protein in diet and cooking – coagulation</li> <li>• Food Poisoning causes and prevention</li> <li>• Sauce theory – gelatinization and viscosity</li> </ul>	<b>Food Preparation and Nutrition: <i>Food, Nutrition and Health, Food Choices and Food Provenance.</i></b> <ul style="list-style-type: none"> <li>• Food waste</li> <li>• Environmental impact</li> <li>• Function of ingredients</li> <li>• Bread making</li> <li>• Career pathways</li> </ul>
	<b>Theoretical skills:</b> <ul style="list-style-type: none"> <li>• Identify, select and break down key information.</li> <li>• Evaluation skills, analyse (sensory), reflect, plan and improve</li> </ul> <b>Practical skills:</b> <ul style="list-style-type: none"> <li>• General practical skills (weighing and measuring)</li> <li>• Knife skills</li> <li>• Preparing Fruit and Vegetables</li> <li>• Cooking methods/Use of cooker</li> <li>• Use of equipment</li> <li>• Sauce making</li> <li>• Raising agents</li> <li>• Setting mixture</li> </ul> <b>Other skills students will develop are:</b> <ul style="list-style-type: none"> <li>• How to prepare themselves and their area for cooking</li> <li>• Quality Control</li> <li>• Time Management</li> <li>• How to prepare themselves and their area for cooking</li> </ul>	<b>Theoretical skills:</b> <ul style="list-style-type: none"> <li>• Identify, select and break down key information.</li> <li>• Evaluation skills, analyse (sensory), reflect, plan and improve</li> </ul> <b>Practical skills:</b> <ul style="list-style-type: none"> <li>• Sauce making</li> <li>• Dough making</li> <li>• Raising agents</li> <li>• Setting mixture</li> </ul> <b>Other skills students will develop are:</b> <ul style="list-style-type: none"> <li>• Initiative and independence</li> <li>• Teamwork/Organisation</li> <li>•</li> </ul>
	<b>Practical assessment 1:</b> Mini carrot cakes	<b>Written assessment 2:</b> Pasta bake evaluation <b>Practical assessment 3:</b> Pizza
<b>Home learning task 1:</b> Dietary need teams quiz	<b>Home learning task 2:</b> Coagulation and gelatinisation teams quiz	



## READING, WRITING, TALK, NUMERACY

**Reading:** Strategies that students will use during the course of the rotation are as follows:

- Break down information
- Learn new vocabulary
- Form opinions

**Writing** skills will be developed in lessons and through home learning. There will be focused opportunity for extended writing tasks, for example response to an exam question/ evaluations of practical tasks

- Expository
- Narrative
- Descriptive

**Oracy**

- Voice
- Working with others
- Listening and responding

**Numeracy**

During practical lessons students will demonstrate numeracy by:

- Weighing and measuring ingredients
- Dividing mixtures

Be able to reduce or increase quantities

**Reading:** Strategies that students will use during the course of the rotation are as follows:

- Infer
- Relate to own experience
- Ask questions
- Predict

**Writing** skills will be developed in lessons and through home learning. There will be focused opportunity for extended writing tasks, for example response to an exam question/ evaluations of practical tasks

- Compare and contrast
- Personal
- Reflective

**Oracy**

- Vocabulary
- Clarifying and summarising
- Confidence in speaking

**Numeracy**

During practical lessons students will demonstrate numeracy by:

- Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.
- Be able to reduce or increase quantities

## TIER 2 VOCABULARY

**Tier 2**

- Analyse
- Annotate
- Apply
- Argue
- Available
- Balance
- Benefit
- Choose
- Compare
- Complete
- Consider
- Consistent
- Contrast
- Create
- Debate
- Define
- Describe
- Design
- Develop
- Discuss
- Draw
- Economy

**Tier 2**

- Find
- Function
- Identify
- Justify
- List
- Method
- Name
- Process
- Prove
- Relate
- Research
- Respond
- Section
- Select
- Significant
- Similar
- Source
- Structure
- Suggest
- Summarise
- Support



## TIER 3 VOCABULARY

## PSPSMC, BRITISH VALUES AND DIVERSITY

- Environment
- Estimate
- Evaluate
- Examine
- Export
- Explain

### Tier 3 - Subject Specific vocabulary

- Macronutrient
- Micronutrient
- Sauté
- Energy need
- Natural sugars
- Protein complementation
- Coagulation

**Personal:** Students will develop their own personal abilities and confidence when working with different equipment and ingredients in a practical environment. Job roles and skills required in varying Food and Nutrition related industries.

**Social:** Students will consider the impact of the food industry on society, they will also explore food choices and impacts on food choice e.g., availability, cost etc.

**Physical:** The physical effects of different foods on the body e.g. function of different nutrients and why.

**Moral:** Students will study sustainability and the environmental impacts of the food industry.

**British Values:** Consideration other students' beliefs and values, work in an environment based on mutual respect- including teamwork.

**Diversity:** Students will consider a range of different cultures and their cuisines

### Tier 3 - Subject Specific vocabulary

- Gelatinisation
- Viscosity
- Food waste
- Stir fry
- Fermentation
- Proving
- Career

**Personal:** Students will continue to develop their skills and confidence in the kitchen when completing this half terms dishes.

**Social:** Students will develop an understanding of global citizenship, poverty, and privilege through the teaching of various topics. They will also look at the issues surrounding food waste and its impact on society and the environment and look at ways to combat this (stir fry).

**Physical:** The physical effects of different foods on the. Looking at energy sources and food labelling.

**Cultural** – Throughout this half term students will cook dishes that originate from different countries and cultures, learning the process of making as well as discovering different ingredients and seasonings. These include Spanish, Italian and Chinese.

**British values-** Students will explore the law regarding food safety as well as the use of British ingredients and equipment.