

YEAR 7

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STRAND	Students are learning about where our food comes from with particular attention to introducing them to the Eatwell Guide where they are focusing on the nutritional benefits of fruit, vegetables and carbohydrates. Students are beginning to look at food labels and understand how these can help them to recognise how nutritious food is and how they can begin to make choices in order to improve their diet. Students will begin to develop their culinary skills in order to cook a variety of savoury dishes demonstrating their understanding of food and personal hygiene.								
AIM	Students are learning about the steps they need to take in order to keep themselves safe in the kitchen. They are also identifying the conditions bacteria need to grow and how they can prevent food from becoming spoilt. Students learn about how we evaluate food using our senses.	Students are learning why it is important to know where our food comes from. They distinguish whether they are grown, caught or reared and how this is linked to sustainability.	Students are learning about what Nutrition is and why it is important. They are learning about Government Guidelines and how we can use these to evaluate our own diet and make improvements where necessary.	Students are learning about Micronutrients, why they are important in the diet and how the correct portions can be incorporated in a daily diet.	Students are learning about Macronutrients, why they are important in the diet and what happens if we do not eat the correct amount (excess and deficiency).	Students are learning how to discover how nutritious and healthy a product is based on its food label.	Students are learning why some people choose to be vegetarian. Students are also learning about the environmental impact of eating meat and what meat alternatives are available on the market.	Students are learning to read recipes, adapt and create a meal that is nutritional and suitable to be served in the school canteen.	
KNOWLEDGE	Food, Nutrition and Health		Students will learn about The Eatwell Guide , key nutrients and their functions.	Students will learn about Micronutrients . They will learn about how different vitamins and minerals are needed in our diet and how we can get these from the food we eat.	Students will learn about Macronutrients (Carbohydrates - Sugar / Starch / Dietary Fibre) . They will also identify what would happen if we ate too much or little of these nutrients.	Students will interpret nutrition labels . Students will complete nutritional analysis of a recipe and state how the dish could be improved in order to improve its nutritional value.	Students will learn about Macronutrients - Protein . Students will identify why some people require more protein than others.	Students will choose a recipe, identifying nutrients and adapting accordingly in order to meet a design brief. Students will use a computer program to analyse the nutritional value of the dish	
	Food Commodities			Students will learn about the Food Commodity - Potatoes and Vegetables and how these are important in our diet	Students will learn how wheat is turned into flour through primary processing . Students will how flour is then made into other ingredients through secondary processing (pasta, bread)		Students will learn about the different types of Meat, Poultry and Fish available to consumers . Students will learn how these should be stored, prepared and cooked. Students will understand why different cuts of meat are used for different dishes.	Students will identify the importance of potatoes and vegetables in our diet by identifying the nutrients they provide and how they can be used in a variety of dishes	
	Food Safety	Students will learn about the 4C's of Food Hygiene . Students will understand the importance temperature plays in the spread of bacteria. Students will learn about the correct washing up procedure in order to prevent cross contamination and the spread of bacteria.				Students will learn how to operate the hot and oven safely; identifying the meaning of each of the components on the oven.	Students will learn how food is preserved when packaged and how this prevents ill health	Students will learn about Cross Contamination of raw meat and how raw protein products should be prepared and cooked to prevent ill health and the spread of pathogens.	Students will follow personal and food safety procedures in order to prepare and cook their designed stirfry
	Food Choice	Students will understand the various reasons why some people like or dislike food. Students will learn about the taste buds on the tongue & carry out a sensory investigation	Students will learn why some people choose to purchase ingredients (sustainability, quality assurance, seasonality, morally)		Students will explain why particular ingredients have been chosen and how they meet the needs of government guidelines on healthy eating.	Students will learn about the factors affecting food choice - personal preference and through sensory analysis	Students will understand why food labels have an impact on the purchase of a product. Students will understand the meaning behind the different colours on the traffic light label .	Students will learn about other factors that could affect food choice - fashions / trends / media / peer pressure /	Students will develop their use of sensory analysis to evaluate a product by identifying what changes could be made to a product and why
	Food Provenance		Students will identify food that is grown/gathered/ caught/reared . Students will learn about the various logos on packages and how these might affect our choice of food.			Students will learn how cereals are farmed .		Students will learn how eating meat alternatives affect our environment .	Students will demonstrate an understanding of the ingredients they have chosen as to whether they are in season or not and their place of origin
	Food Science				Students will develop the skill of using a knife safely in order to produce a variety of cutting techniques for different purposes.	Students will learn what gluten is and how it is developed and used. Students will learn about Yeast (biological raising agent). Students will understand what causes Enzymic Browning	Students will learn about how food is Preserved and how this affects food over time.	Students will learn how cooking affects both the sensory and nutritional properties of food. Students will learn about Conduction heat transfer	Students will explain the use of conduction heat transfer and how it is changes the texture and flavour of the ingredients chosen for their stirfry
	Practical Skills				Students will learn how to use a knife safely; demonstrating the bridge and claw techniques and understanding how each of these cuts could be used to prepare ingredients for different dishes <i>Layered Salad Practical.</i>	Fruity Flapjacks Practical Students will learn why and how we knead and prove dough. Bread Practical Speedy Pizza Practical Students will demonstrate how to prevent enzymic browning while preparing ingredients Apple Crumble	Students will learn how to use a Nutritional program to analyse a dish based on its nutritional value.	Students will learn how to design and make a nutritionally balanced stir-fry that could be sold in the school canteen to all students Stir-fry Practical	Students will demonstrate their knife skills. Students will have an awareness that heat can be controlled and monitored during the cooking process
ASSESSMENT	Knowledge Quiz	Quiz will contain questions on the knowledge learned this term. Achieving below 80% will require a re-sit and support will be given through free private tuition classes.							
	Learning Demonstration	Students will identify personal safety rules with reasons why they should be followed. Writing about the ways in which we keep ourselves and food safe when working in a kitchen.	Students will sort ingredients into correct area on the Eatwell Guide to indicate whether they are caught, reared, grown or gathered	Students will explain what we need to do to stay healthy.	Students will sort ingredients into correct area of Eatwell Guide. Students will identify how nutritionally balanced own diet is and how improvements could be made in order to improve personal health.	Students will make links between the growth of yeast (biological raising agent) and bacteria in order to make bread. Students will explain how to prevent enzymic browning when preparing ingredients	Students will produce a food label based on a recipe. Interpret the data in order to explain how nutritious it is.	Students will create 'Steve the Skeleton' by labelling the human body identifying the key nutrients and how they affect our body (this will be added to as students develop their understanding further)	PLANNING CHALLENGE Demonstrating their knowledge and understanding of seasonal ingredients in order to plan and make a Stirfry that can be served in the school canteen
	The Question	Why is it important to know how bacteria develop?	What are the benefits of GM produced ingredients?	How does the very hungry Caterpillar story relate to the human nutritional needs for growth and development?	What are the health benefits of vitamins and minerals?	What is the purpose of carbohydrates and the effect of a surplus on our body?	Should it be mandatory for all food products to have a traffic light food label? Explain.	Should it be ok to wear and use leather products if the animal was reared for eating so as to minimise waste and maximise the animal's life?	Which keeps you fuller for longer; chunky food or meals with a sauce?
CULTURAL CAPITAL	ORACY	Students will use information displayed around the classroom, reminding them of the procedures we take in order to stay safe in the kitchen.	Discussing what affects food choice, particularly aspects affecting the environment (local and global markets). Personal beliefs of students e.g. veganism (opportunities are taken to delve deeper into this topic especially with students who come from farming background)	Students will express and justifying opinions using appropriate vocabulary when explaining what we need to do to stay healthy	Students will explain a process / procedure to others who may need support in applying or improving a particular skill	Students will give professional responses through questioning, peer review of outcomes , giving explanations of decisions made	Students will analyse using a nutritional programme, students are able to explain how a recipe could be modified to meet the needs of other users.	Students will work with other students to share opinions and ideas in order to complete the nutrients work. Questioning students in order for them to think about their daily intake of nutrients and how their diets could be improved.	Students will discuss with others the questions asked, allowing them to share their findings and to give opinions without prejudice
	CAREERS	Role of EHO in establishments that serve food.	Farmers	Food Nutritionists	Sous Chef	Baker	Packaging Technologist	Butcher	Fast Food Chef
	CHALLENGING PERCEPTIONS		Students will discuss how companies produce ingredients all year round (GM foods) and whether this is 'playing' with nature	Students will discuss why it is important to think about our daily intake of food and drink	Students will question the perception of why some of the top chefs we see on TV are males	Students will discuss why some people believe carbohydrates make you 'fat'	Students will question whether low fat products are more nutritious.	Students will discover that eating a balanced and nutritious diet doesn't have to be boring and tasteless	
	PRACTITIONER EXPOSURE	Gordon Ramsey & Hells Kitchen			Monica Galetti	Paul Hollywood		Edis Butchers, Ely	Ching-He-Huang

YEAR 8

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STRAND	Students are learning about why we cook food and how it affects the taste and texture of different ingredients. Students are continuing to develop their knowledge of the Eatwell Guide and the purpose Protein, Dairy and Fat plays in our diet. Students are learning why some people choose not to eat or drink particular foods and what alternatives there are in the market for these consumers. Students are becoming more aware of what factors influence the food we and others eat and how some of these factors can have an impact on their diet. Students are continuing to demonstrate their knowledge of food and personal hygiene and are learning how to plan a meal for a family on a budget.								
AIM	Students are understanding why we cook food and why it is important to understand why we use a variety of cooking methods with different meals	Students are understanding why eggs are so versatile and important in our diet	Students are identifying products that are classified as dairy and why it is important to include these in our diet	Students are learning about the difference between chemical and mechanical raising agents.	Students are learning the role fat plays in our diet and why it is important to monitor the amount of fat we intake	Students are identifying the functional and chemical properties of food, particularly aeration and shortening	Students are developing their knowledge of Macronutrients with an emphasis on Protein and protein alternatives	PLANNING & CREATING ASSESSMENT Students are understanding the importance of being aware of the nutritional needs for different groups of people, particularly families who may be on low income. They are designing and making a curry that is suitable for a family and that can be made on a budget.	
KNOWLEDGE	Food, Nutrition and Health	Students will learn how cooking food can affect ingredients in different ways	Students will learn about Protein, especially High Biological Value proteins. They are also learning about the nutritional content of an egg and why it is important to include eggs in our diet	Students will learn how milk is processed and stored and which nutrients it provides for our bodies		Students will learn about the Macronutrient Fat and its importance in our diet. Students will learn what happens if we eat too much and the different types of fats found in food and the importance of knowing the difference between these		Students will learn about High and Low Biological Value proteins in relation to amino acids. Students will learn what happens if we do not have enough protein in our diet	Students will learn the nutrients required by children of primary age (1-12 years) in order to lead a healthy life. The students will learn how these nutrients can be obtained from the food they eat in order to have a healthy diet
	Food Commodities		Students will learn how and why eggs are used in a variety of dishes dependent on the way that they are prepared and cooked	Students will learn how milk is farmed and produced for consumption. Students will learn about other products that are classified as dairy with a focus on cheese production.	Students will learn how vegetables can be used in cakes to improve their nutritional value (carrots, courgette, beetroot)		Students will learn about the function of flour in baked products. Students will learn about what flour contains and how it is used in a variety of dishes.	Students will learn about meat, poultry and fish and how to store, prepare and cook them. Students will learn about the different cuts of meat and why they are used in particular dishes	Students will learn about the main ingredients used in everyday family meals and how some are more versatile than others
	Food Safety	Students are carrying out a food science investigation of heating pepper 3 ways and noting changes that take place and why	Students will learn how you can tell if an egg is stale or fresh and why it is important to know this	Students will learn about how and why dairy products need to be stored to keep them safe for consumption	Students will learn why temperature control is important when preparing and cooking food and how high risk foods need to be stored before and afterwards		Students will continue to use an oven and hob safely when carrying out practicals	Students will learn how to prepare raw meat safely in order to prevent cross contamination and food illnesses	Students will learn to follow personal and food hygiene and safety correctly in practical lessons
	Food Choice	Students will learn why particular methods of cooking are used to achieve a required outcome	Students will learn why some people choose not to eat eggs (tolerances or diet). Students will learn how food labels can influence a consumer's decisions (stamp on egg)	Students will learn about the different milk alternatives on offer for consumers. Students are carrying out taste tests of various types of milks; identifying which one is best? (health & personal preference)	Students are undertaking sensory evaluations using sensory tests and star profiles in order to compare different types of raising agents	Students are becoming more aware of the amount of fat found in products. Students learn how this information can affect our food choices and how it is important to identify the % RI on a food label		Students will learn why some people choose not to eat meat and fish and how they obtain the correct nutrients in order to have a balanced diet	Students will learn how to cost food on a budget. Students will learn why the cost of food is important for some families and how this has an impact of the food they cook
	Food Provenance		Students will learn how eggs are mass produced in order to keep up with the high demand from customers in the UK	Students will learn about the life of a Dairy Farmer and how milk alternatives are affecting their livelihood				Students will learn about provenance of meat and fish and whether they're sustainable	Students will learn how food waste can be prevented and how people can be encouraged to be more resourceful with their food waste
	Food Science	Students will learn about heat transfer (conduction, convection and radiation) and how each of them are used in a variety of dishes	Students will understand the terms Denaturation and Coagulation and how eggs behave when heated	Students will learn how cheese and yoghurt are made. Students will learn how the use of starch in flour helps to thicken a sauce (roux)	Students will learn about Chemical raising agents (baking powder), Mechanical raising agents (whisking) and how each of these enable products to rise		Students will learn about the function of fat in cooking - 'shortening'. Students will learn why we need to understand the science of food when cooking	Students will learn how cooking methods can affect the sensory analysis of different cuts of meats	Students will demonstrate their knowledge of varying cooking methods identified in a variety of recipes
	Skills	Students are improving their use of the bridge and claw technique with more control and accuracy	Combining ingredients Welsh Rarebit Practical Spanish Tortilla Practical	Making a roux. Cheesy Pasta Bake Practical	Preparing and combing ingredients Carrot Cake agent Swiss Roll (mechanical agent)		Jam Tarts Practical Savoury Tart Practical	Preparing and cooking with raw meat & alternatives Vegetarian Tacos Practical Chicken Pie Practical	Preparing Ingredients and using a hob and oven safely applying a variety of skills learnt Curry
ASSESSMENT	Knowledge Quiz	Quiz will contain questions on the knowledge learned this term. Achieving below 80% will require a re-sit and support will be given through free private tuition classes.							
	Learning Demonstration	Students will explain how different cooking methods affect the taste and texture of food and identifying the different cooking methods used in a traditional evening meal using the correct terminology of radiation, conduction and convection	Students will be aware of the different functions eggs play in our diet and their benefits and how cooking them differently can produce different tastes and textures	Students will learn that not all dairy alternatives are healthier than milk and explain reasons why some people choose not to drink/eat milk products	Students will explain their understanding that a variety of raising agents are used to make products rise and why specific methods or ingredients are used for particular dishes based on the desired outcome	Students will illustrate the effect too much fat has on our bodies and make suggestions on how they can reduce the amount of fat in their diet by making small changes	Students will explain the function of flour and how it is used in a variety of dishes	Students will combine a combination of skills and knowledge in order to produce a couple of dishes that contain protein and /or pastry.	PLANNING CHALLENGE Students will identify the purpose of ingredients in a curry recipe and how it can be made suitable for a family meal. Students will learn how to adapt a recipe for different groups of people and through research, plan a family meal on a budget; identify its nutritional value as well as the cost of making it from scratch. Students are demonstrating their knowledge by preparing a presentation to the class, persuading a parent why they should cook from scratch rather than relying on pre-packaged convenience food.
	The Question	How can the nutritional content of a dish be improved just by varying the way in which the ingredients are cooked?	Are brown eggs better than white?	Should governments be allowed to mandate the fortification of milk products with nutrients which weren't in the primary ingredients?	Why does France produce the best patisserie chefs?	Is it right that the government tax sugary drinks and does this really affect people's food choices?	Explain why flour changes when it is heated and how it can be used to improve the viscosity of a sauce.	Should it be ok to wear and use leather products if the animal was reared for eating? (to minimise waste and maximise the animal's life)	What is a curry?
CULTURAL CAPITAL	OBSCURITY	Students will use technical terminology correctly by using examples to demonstrate this	Students will discuss and debate the issue on Battery Hens v Free Range and why some people choose to buy particular eggs. Students will use technical terminology of denature, coagulation, enrich	Students will use technical terminology of coagulation, processing, homogenised and pasteurised to explain their understanding	Students will evaluate different food products based on the way they are prepared - explaining which method creates the most air and why. Students will use appropriate vocabulary to justify answers	Students will analyse their own diet and explain to others how their diet could be improved based on the amount of fat they consume in a day	Students will explain how ingredients are combined in order to achieve the end product of a cake or pastry product	Students will read and discuss an article 'Fresh takes on the taco, an essential part of a Staten Island pantry' - Food engineering.	Students will learn to produce a persuasive presentation to a parent encouraging them to cook from scratch rather than relying on pre-packaged convenience foods. They will present this to the rest of the class in an oral presentation.
	CAREERS	Food Scientist	Chicken Farmer	Dairy farmer	Patisserie chef	Dietician	Pastry Chef	Vegetarian & Vegan establishments	Food writer - Good Food Magazine
	CHALLENGING PERCEPTIONS	Students will learn that we can increase the nutritional content of ingredients by varying the way in which they are cooked	Students will discuss why eating eggs is or is not ethically correct	Students will understand why small pots of milk in hotel rooms are able to be drunk warm and not needed to be placed in the fridge		Students will discover that 'healthy' foods and drinks contain more fat than they think. Just because they are fruit based doesn't mean they are low in fat. Discovering the difference between fat and calories on food labels.	Students will question why we find the packaging of ingredients the same in different countries. (pasty - Cornish / Jamaican Patty / Calzone) Has there been a cross over or a cultural link?	Students will discover that plant based diets can provide sufficient nutrients in order to have a balanced and healthy diet	Students will discover that ready-made meals are not cheaper and more nutritious than if they were to be made from scratch
	PRACTITIONER EXPOSURE				Pierre Hermé	Gillian McKeith	Gaston Lenôtre	BOSH	Nigella Lawson

YEAR 9

Students will continue to learn about the role nutrients play in our diet as well as the nutritional needs of different groups of people. They will continue to discover what affects food choice and how takeaway meals can be produced more healthily.								
STRAND	AIM	Students are learning how food can cause ill health	Students are learning about the nutritional needs of different groups of people	Students are learning about the factors that affects our food choices	Students are learning about the ingredients used in British Cuisine	Students are learning about the traditions of International Cuisine	Students are learning about the nutritional value of takeaway meals and how marketing is used to influence our choice of food	Students are learning about the functional and chemical properties of caramalisation and gelatinisation
KNOWLEDGE	Food, Nutrition and Health	Students will understand why protein foods are high risk foods and how these can be prepared and cooked safely in order to prevent food poisoning	Students will understand the dietary guidelines and what things need to be taken into account when planning meals for people at any life stage or with specific dietary needs	Students will understand that by carrying out a nutritional analysis of foods will enable them to become more aware of how the foods they eat can have a detrimental affect on their health for now an in the future	Students will learn how different ingredients are prepared, cooked and served in typical British cuisine. Students will develop their use of nutritional analysis of traditional dishes of Britain.	Students will learn how different ingredients are prepared, cooked and served in different countries and cuisines. Students will develop their use of nutritional analysis of these traditional dishes of other countries	Students will continue to learn about the nutritional information of dishes (particularly takeaway meals) and compare them to their equivalent homemade recipe	
	Food Commodities		Students will revise the health benefits of food commodities (cereals, vegetables, fruit, dairy, meat & poultry, fish) and why it is important to include these in our diet, particularly at different stages of people's lives		Students will learn what the term 'cuisine' means and how ingredients produced in our country influences the things we eat	Students will learn what the term 'cuisine' means and what ingredients are produced in different countries around the world. Students will understand how other cuisines have influenced and been adapted and adopted into the British cuisine	Students will identify the commodities associated with particular dishes of a chosen cuisine and how they are used to provide a broad and balanced diet	Students will apply knowledge of the properties of cereals and fruits to explain why these behave in the way they do when heat is applied
	Food Safety	Students will learn how enzymes change and spoil food. Students will revise and recap their knowledge of bacterial contamination, identifying what makes them grow and multiply and why they make food unsafe and unfit to eat	Students will continue to use an oven and hob safely when carrying out practicals		Students will continue to follow personal and food hygiene rules when handling and preparing raw meat and fish to prevent cross contamination	Students will continue to follow personal and food hygiene rules when handling and preparing raw meat and fish to prevent cross contamination		Students will learn how to keep themselves safe in the kitchen when sugar is heated
	Food Choice	Students will understand the 14 different allergens and how how these can cause ill health	Students will revise the importance of food labels and how these can affect our choice of food. Students will learn of the importance of eating breakfast, especially for the development of teenagers	Students will develop their understanding of how sensory evaluation, cost of food, food labels and some other factors can affect our choice of food at different stages in our lives	Students will understand that traditional cuisines around the world can influence our choice of foods and how immigration of people from other countries through history have developed the traditional cuisine of Britain to what we have today	Students will understand that traditional cuisines within one country can vary from region to region dependent on the produce that is grown etc.	Students will develop an understanding of how marketing is used to sell a product and how this can influence our choice of food. Students will identify the range of marketing methods used by retailers to promote their products	
	Food Provenance	Students will learn about food waste and how following the procedure of FIFO (first in, first out) will prevent food wastage		Students will learn how being aware of food waste might affect our buying habits	Students will learn how the local geography and climate can affect what food is grown and is available to catch or gather in the UK which make them distinctive ingredients	Students will learn how the local geography and climate can affect what food is grown and is available to catch or gather in particular countries which make them distinctive ingredients	Students will learn how the ingredients from a recipe are sourced and the environmental issues associated with food production	
	Food Science	Students will understand how the conditions yeast needs to grow is the same for harmful bacteria too	Students will understand how cooking affects sensory and nutritional properties					Students will understand what different ingredients do in recipes and how they react and change when they are prepared and cooked
	Skills		Using the hob with greater independence Breakfast Burritos Practical (change 4 life)		Developing the skill of coating and cooking Fishcakes and Wedges / Fish Pie Practical	Developing skill combining ingredients Sweet & Sour Chicken Curry Chickpea Calzone Practicals	Researching recipes of popular takeaway meals Moussaka Practical Assessment	Learning how to caramalise and gelatinise products Upside Down Cake Bakewell Tart Practicals
ASSESSMENT	Knowledge Quiz	Quiz will contain questions on the knowledge learned this term. Achieving below 80% will require a re-sit and support will be given through free private tuition classes.						
	Learning Demonstration	Students will produce an information sheet showing the most common food poisoning bacteria. Students will identify which foods they are usually found in, what symptoms they might show and how long these may last	Students will plan a balanced meal for different life stages and state the health benefits of each	Students will produce a poster, advising a teenager and the parent of a toddler (scenarios) how their diet could be improved.	Students will identify the ingredients produced in the UK and if any, which region they are grown / produced in. Students will explain why some ingredients are unable to be produced in UK and why they are imported	Students will identify the ingredients produced by other countries and explain why these countries are able to produce particular ingredients. Identify any particular equipment that may be used for cooking and serving, along with presentation and examples of traditional dishes served	PLANNING CHALLENGE Students will adapt a family favourite takeaway menu. Students will identify the nutritional content and benefits of cooking from scratch rather than buying from a takeaway establishment.	Explaining the process of caramelisation and gelatinisation using terminology correctly. Identifying how the functional and chemical properties of food alter the taste and texture of food using other examples.
	The Question			How are the foods you eat affected by the factors in your life?	What makes a dish traditionally British?	Why is Mediterranean Cuisine considered to be a healthy diet?	How do food manufacturers and retailers promote their products and which ones influence us more?	
CULTURAL CAPITAL	ORACY	Students will revise through discussions on previous learning on contamination.	Students will learn about and share what affects food choice, particularly as a teenager. Students will discuss the choices they make as teenagers and the effect breakfast has on their lives	Students will discuss with other students what advice they might give to a particular teenager (scenario) and parents of a toddler who are not obtaining a healthy and balanced diet. Becoming aware of how they may be showing similar signs to that of the teenager based on their own poor diet.	Students will produce a mind map of the British Cuisine, stating how dishes have been influenced from other cultures, specific ingredients and equipment used in the cooking with examples of regional dishes	Producing a presentation on a chosen cuisine. Students are demonstrating their understanding of how their chosen cuisine has either influenced the UK cuisine or or been influenced and developed by other countries.	Producing a written project on takeaway v homemade dishes. Researching and analysing current dishes and recipes, communicating and sharing ideas with others (in and out of school). Promoting new dish via presentation to others using a variety of marketing methods.	
	CAREERS	Role Of EHO			Fishmongers	Chefs of different cuisine	Food manufacturers Celebrity Chefs	
	CHALLENGING PERCEPTIONS		Students will discover that by not eating breakfast does not make you fat.		Students will learn about the sustainability of fish and how cod could become extinct. Is there really plenty more fish in the sea?		Discovering ...	