|  |  |
| --- | --- |
| Year \_\_9\_\_ | **Topic: Carbohydrates, raising agents and cuisines.**  **Period: Spring 2** |
| **Overview of topic:**  Pupils have a more secure understanding of working safely and hygienically within a Food room. Students understand Multicultural foods, ingredients, and some environmental issues. Students have some understanding of raising agents. | |
| **Key** **knowledge:**  Students will gain a greater understanding of Carbohydrates, their function, and the ingredients they are found in. Students will know how foods are caught, reared, and grown as well as environmental issues. Students will gain knowledge about both fat- and water-soluble vitamins, their functions and foods that contain these vitamins.  **Key vocabulary:**  **Safety, hygiene, reared, caught, grown, micronutrients, chemical, mechanical****.**   |  |  | | --- | --- | | **Tier 2** | **Tier 3** | | **Shaping**  **Fibre**  **Intolerance**  **prepare** | **Organism**  **Marinade**  **Kneading**  **Proving**  **Biological** | | **Key skills:**  Students develop their making skills further in this unit of work. Students make a range of products mostly Carbohydrate based.  Products including Bread, Soda bread, Pitta pockets with Chicken in a marinade, High fibre buns, Flapjack biscuits, Key lime pie, Pasta bake, Chicken pot pie etc.  Students also develop their reading, writing, and research skills through the theory work carried out in lesson on topics such as ‘Where does our food come from’ and ‘Fat soluble and water-soluble vitamins.’ |
| **Co-curricular opportunities:**  **ASPIRE days may give students the opportunity to explore the use of raising agents and cultural foods in more detail.** | **Key reading skills taught:**  **During theory lessons the following skills taught are:**  **Skimming**  **Scanning**  **Highlighting**  **Reading aloud**    **Wider Reading Opportunities:**  **Cookbooks**  **Websites BBC good food.** |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Help your child to learn the key vocabulary * Read the recipe with your child prior to the lesson | |