

Curriculum Overview: Food

	Year 7	Year 8	Year 9	Year 10	Year 11
HTI	<p>Getting to know the food room</p> <ul style="list-style-type: none"> Food safety, routine in the food room, developing knife skills and other cooking skills Healthy eating- The eat well guide, introduction to nutrients and the 8 government guidelines for healthy eating 	<p>All About Flour</p> <ul style="list-style-type: none"> Revisit-Food Safety What is wheat? How is it Grown? Wheat into flour, Types of flour, flour-based products, Nutrients found in flour. Raising agents- How yeast works? Uses of flour in cooking- binding gelatinisation, dextrinisation etc, Developing a range of cooking skills Adapting recipes to suit different nutritional, sensory, cultural and dietary needs 	<p>Making food choices</p> <ul style="list-style-type: none"> Main nutrients functions, sources, deficiency and excess. Life stages and Nutritional needs, meal planning for different diets Factors that affect food choice food labelling how they help consumers Developing food preparation skills by making a range of sweet and savoury product e.g. stir fry, pizza, enchiladas, vegetable salad. 	<ul style="list-style-type: none"> Introduction to the course Revisit-Develop knowledge and understanding of 'The Eatwell guide' guidelines and proportions. Research and investigate the main nutrients required for a healthy balanced diet. Their functions, sources, deficiency and excess. Factors that affect dietary needs throughout different life stages. Nutritional needs of a teenager. Developing and Demonstrating the 12 essential skills of preparing cooking and serving food 	<p>Why food is cooked and how heat is transferred to food</p> <p>The reasons why food is cooked.</p> <p>How preparation and cooking affect colour taste etc.</p> <p>How heat is transferred to food through</p> <ul style="list-style-type: none"> Conduction Radiation Convection How heat is transferred during the different cooking methods. Skills building for NEA 2 Revisiting some advance skills Flour products- looking at flour doughs from different cultures. Pastry making-shortcrust and rough puff pastry. Jointing chicken- Cooking it in different ways roast, stew, BBQ, fried, grill Creating marinades and sauces. Shaping meat and alternatives- burgers, kebabs, meatballs, skewer, falafels, fish cakes etc. Develop and demonstrate a range of food preparation skills Work in a safe and hygienic manner

<p>HT2</p>	<p>Writing a plan of making. Food Choice- Functions of basic baking ingredients, adapting recipes to suit different dietary needs</p>	<ul style="list-style-type: none"> • Understanding a brief and how to select a dish to match the criteria of the brief. Writing and working from a plan of making. 	<ul style="list-style-type: none"> • Cakes- Cake Making Methods. • Develop food preparation skills by making cakes using different methods of cake making e.g., raspberry buns, Victoria sponge, gingerbread biscuits and fruit cake • Functions of cake ingredients • Investigating cakes made with different fats 	<ul style="list-style-type: none"> • Select and make nutritionally balanced and appealing starter or savoury light lunch that suitable for teenagers and meets guidelines of The Eatwell guide. • Modifying recipes to make them healthier or to suit different dietary needs etc. • Developing and Demonstrating the 12 essential skills of preparing cooking and serving food. Time plan writing. • To demonstrate and apply the principles of food safety and hygiene when cooking; and a good working routine in the food room. Introduction to Nea2 	<ul style="list-style-type: none"> • Develop knife skills dicing, batons, julienne etc. by preparing a range of vegetables e.g. carrots, cauliflower, squash, potatoes, aubergine and cooking in different ways e.g. fried, roasted, boiled, grilled, steam etc. • Introduction to NEA2 students will spend 17hrs on research, planning, trialling and evaluation of the final menu. Students will produce a portfolio not exceeding 20A4 sides • Complete an analysis of task. • Research chosen international cuisine including questionnaires
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<p>HT3</p>	<p>Getting to know the food room- Food safety, routine in the food room, developing knife skills and other cooking skills Healthy eating- The eat well guide, introduction to nutrients and the 8 government guidelines for healthy eating</p>	<ul style="list-style-type: none"> • Recap Food Safety • What is wheat? How is it Grown? • Wheat into flour, • Types of flour, flour-based products, Nutrients found in flour. • Raising agents- How yeast works? • Uses of flour in cooking- binding gelatinisation, dextrinixation etc, • Developing a range of cooking skills • Adapting recipes to suit different nutritional, sensory, cultural and dietary needs 	<p>Pastry and Bread Doughs.</p> <ul style="list-style-type: none"> • Pastry and Dough making methods • Types of pastry and doughs • Closer look at the functions of the ingredients and the science behind making shortcrust pastry and bread dough making(recap) • Faults in pastry and dough making • Making healthy choices when making pastry and bread dough. • Recipe adaptation and time plan making • Develop organisational and time management skills effectively. • Develop food preparation skills e.g. making pastry and dough products tarts, pie, naan bread, Chelsea buns, polish kolaczki etc. 	<p>Food choice -Why people eat what they eat?</p> <ul style="list-style-type: none"> • To know and understand factors which may influence food choice e.g. income, lifestyle, cost of food, religion, culture etc. • When selecting recipes should be able to explain and justify reason for choice. • Modifying and costing recipes • Making a range of meals to suit different culture, religion, low cost quick meals etc. 	<ul style="list-style-type: none"> • Identify dishes for trialling they will create an ingredients list for this and will also produce a skills audit for dishes selected • Demonstrate a range of food preparation skills by making dishes for trials • Evaluate trial dishes, select 2 final dishes including accompaniments and justify reason for choice • Complete a time plan for making the dishes within the given time (2hrs) • Make and evaluate final dishes
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<p>HT4</p>	<p>Writing a plan of making. Food Choice- Functions of basic baking ingredients, adapting recipes to suit different dietary needs</p>	<ul style="list-style-type: none"> • Understanding a brief and how to select a dish to match the criteria of the brief. Writing and working from a plan of making. 	<p>Chicken Marinades & Sauces</p> <ul style="list-style-type: none"> • International chicken dishes and marinades • Safe handling of meat • Prepare combine and Shape chicken • Uses of sauces and marinades in cooking • Faults in sauce making • Making reduction, emulsion and starch base sauces • Creating Marinades for chicken Mexican, Jamaican and Asian • Sensory analysing 	<ul style="list-style-type: none"> • Allergies and food intolerances Food Labelling and Market influences. • Food choice linked to food intolerances and allergies e.g. nuts How to spot these on a food label • How food labelling help consumers? • Mandatory information on a food packaging in accordance with current European union and Food Standards Agency (FSA) legislation. • Non-mandatory information • How to interpret nutritional labelling • How marketing influence food choice e.g. special offers. • Modifying dishes/menu to suite people with food intolerances and allergies also cooking a range of meals to suit them. • Cooking a range of dishes to suit people with allergies 	<ul style="list-style-type: none"> • Revision
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<p>HT5</p>	<p>Getting to know the food room- Food safety, routine in the food room, developing knife skills and other cooking skills Healthy eating- The eat well guide, introduction to nutrients and the 8 government guidelines for healthy eating</p>	<ul style="list-style-type: none"> • Recap Food Safety • What is wheat? How is it Grown? • Wheat into flour, • Types of flour, flour-based products, Nutrients found in flour. • Raising agents- How yeast works? • Uses of flour in cooking- binding gelatinisation, dextrinisation etc, • Developing a range of cooking skills • Adapting recipes to suit different nutritional, sensory, cultural and dietary needs 	<p>Layered Desserts</p> <ul style="list-style-type: none"> • Different methods of finishing a product for it to look appealing • Revisit cake and pastry making skills • Making products that are uniform in shape and appearance • Creating different components of a product and assemble by layering • Demonstrate and develop a range of cake making skills e.g. piping, rolling, shaping, spreading. • Work in a safe and hygienic manner • Storage of high-risk food to prevent bacterial growth etc. 	<p>British and International Cuisines</p> <p>Food products from British cuisine and two different cuisine. Students will have the opportunity to prepare and cook recipes from a range of countries, using different equipment, cooking methods and presentation styles. They will also look at traditional and modern variations to the recipes</p>
<p>HT6</p>	<p>Writing a plan of making Food Choice- Functions of basic baking ingredients, adapting recipes to suit different dietary needs</p>	<ul style="list-style-type: none"> • Understanding a brief and how to select a dish to match the criteria of the brief. Writing and working from a plan of making. 	<ul style="list-style-type: none"> • Food Science • Carryout out simple food science experiments to understand the working properties of some everyday ingredients. • Making investigating and evaluating. 	<ul style="list-style-type: none"> • Students will research one the cuisines in detail and complete a mini NEA2. • They will also develop and demonstrate a range of skills from S1-S12. • Students will also work on a mini NEA1 • Students will investigate the working characteristics and the functional and chemical properties of a particular food ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why' • Students will record their practical investigation and draw conclusions. The report should include a range of communication methods e.g. charts, graphs and diagrams. The report should also include photographic evidence.

