



<p><b><u>ADVENT- Key Concepts:</u></b></p> <p><b>Food Contamination</b>-Food poisoning bacteria recap</p> <p><b>Food Spoilage</b>-Temperature Control and Food storage.</p> <p><b>Food Choice</b>-Vegetarianism Coeliac Disease, Lactose Intolerance and how religion affects Food Choice.</p> <p><b>Cooking Methods</b>-Radiation, Convection and Conduction Structure and Function of Eggs</p>	<p><b><u>LENT- Key Concepts: PENTECOST- Key Concepts:</u></b></p> <p><b>Fruit and Vegetables</b>-Classification and nutritive value</p> <p><b>Cereals</b></p> <p><b>Fish</b>-White fish, Oily fish, and Shellfish.</p> <p><b>Meat and Poultry</b>- Types of Poultry, types of chicken and the names of different portions of a chicken</p> <p><b>Sensory evaluation</b>-Use of sensory descriptors and preference testing</p> <p><b>Design Brief</b>-Analysis and response to a design brief.</p> <p><b>Design Specification</b>-How to produce a specification.</p> <p>ACCESS FM (Aesthetic, Cost, Customer,</p>
<p><b><u>National Curriculum Coverage:</u></b></p> <p>To understand that people eat or avoid certain foods according to religion, culture, ethics, beliefs, or personal choices.</p> <p>Students will be able to use a broad range of preparation techniques and methods when cooking, e.g. stir-frying,</p> <p>Students will use equipment safely, being aware of others' safety.</p> <p>Students will know how to modify recipes and cook predominantly savoury dishes that are based on</p>	<p><b><u>National Curriculum Coverage:</u></b></p> <p>Students will use equipment safely, being aware of others' safety.</p> <p>Students will know how to modify recipes and cook predominantly savoury dishes that are based on current healthy eating messages.</p> <p>Students will understand and use good food safety practices and will know that some foods have a higher risk of food poisoning than others, e.g. raw chicken.</p>



current healthy eating messages.	
<p><u>Components</u> <u>(Key Content):</u></p> <p><b>Advent 1</b></p> <p>Students to know the location of equipment in the food room.</p> <p>Know the hygiene and safety rules within the Food room.</p> <p>Knowledge and understanding of food safety principles when buying, storing, preparing, and cooking food.</p> <p>To include how to store foods correctly: refrigeration/freezing, the growth conditions, ways of prevention, and control of the role of temperature, moisture,</p>	<p><u>Components (Key Content/ Knowledge)</u></p> <p><b>Lent 1</b></p> <p>Know about the different fruits available in each season within the UK.</p> <p>Know the origins of Fish and Sustainable Fishing practices.</p> <p>Distinguish between White, Oily and Shellfish.</p> <p>Use sensory analysis to evaluate three different samples of Fish.</p> <p>Use sensory analysis to evaluate four different fish products.</p> <p>Know the processes involved in the processing of milk-Pasteurization and Ultra Heat-treated Milk.</p> <p>Understand the processing of cheese and Yoghurt.</p> <p>Know that the 'Lion Mark' represents in terms of the standards in egg production.</p> <p>Know about the different types of egg production-free, range organic, battery and caged eggs.</p> <p>Learn about the functions of eggs, emulsification, glazing, enrichment, aeration, enrobing, binding, and emulsification.</p>



<p>and time in the control of bacteria.</p> <p>Know the choices people make about certain foods according to religion, culture, ethical beliefs, medical reasons, or personal choices.</p> <p>Learn about the different cooking methods.</p> <p>Understand how preparation and cooking affect the sensory and nutritional properties of food.</p> <p>Know how heat is transferred to food through conduction, convection, and radiation.</p>		<p>Students to learn about the origins of Cereal land to include where and how Cereals are grown.</p> <p>Know how barley and oats are used in primary and secondary production.</p> <p>Plan, Prepare and cook your final design dish.</p>
--	--	---



<u>Composites</u>	<u>HO Composites:</u>	<u>Composites (Key Content/ Knowledge)</u>
<p><b>Advent 1</b></p> <p>Students to know the location of equipment in the food room.</p> <p>Know the hygiene and safety rules within the Food room.</p> <p>Safely prepare Macaroni and Cheese</p> <p>Knowledge and understanding of food safety principles when buying, storing, preparing, and cooking food.</p> <p>To include how to store foods correctly: refrigeration/freezing, the growth conditions, ways of prevention, and control of the role of temperature, moisture,</p>	<p><b>Develop a menu to suit different types of Vegetarians.</b></p> <p><b>Determine the food made based on the different cooking method.</b></p> <p><b>Design their chosen dish and create a time plan with dovetailing.</b></p> <p><b>Evaluate the practical skills used.</b></p>	<p><b>Lent 1</b></p> <p>Prepare Nando's chicken safely and successfully.</p> <p>Learn about the value of fruits and vegetables as a commodity, and the features and characteristics of Fruit and Vegetables</p> <p>Safe and effective preparation of Chilled Lemon Flan.</p> <p>Learn about the value of Cereals as a commodity, and the features and characteristics of Cereals.</p> <p>Learn about the nutritive value of Milk and Dairy Foods in the diet and their features and characteristics.</p> <p>Prepare Savoury Beef Cobbler within the lesson timescales.</p> <p>Learn about the structure and function of eggs.</p> <p>Learn about the value of Fish as a commodity, and the features and characteristics of Fish.</p> <p>Prepare Toad in the Hole safely.</p> <p>Understand what a design brief is, a how to respond to one.</p> <p>Make Chicken Parmigiana within the lesson timescale.</p>



and time in the control of bacteria.  Safely prepare Chicken, Spinach and Chickpea Curry.  Know the choices people make about certain foods according to religion, culture, ethical beliefs, medical reasons, or personal choices.  Successful preparation of Sweet and Sour Chicken.  Learn about the different cooking methods.  Prepare and cook Chicken Fajita safely and successfully.		Understand what design specification is.  Know how to produce a detailed time plan.  Produce Apple Pie safely and successfully.  Plan, Prepare and cook your final design dish.
---	--	---



Make Yummy Bread safely and successfully.

Know how heat is transferred to food through conduction, convection, and radiation.





St Philip Howard Catholic Voluntary Academy



Department Planning 25-26

--	--	--



<u>Final composition/ Deliberate Practice:</u>	<u>Final composition/ Deliberate Practice:</u>
Allow students to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now, and later in life.	Allow students to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now, and later in life.
Develop knowledge and understanding of the functional properties and chemical characteristics of food.	Develop knowledge and understanding of the functional properties and chemical characteristics of food.
Understand the ethical and socio-cultural influences on diet and health choices.	Understand the ethical and socio-cultural influences on diet and health choices.





Assessment/s (Formative and Summative):

- Baseline Test at the start of the rotation one.
- End of Unit Test to take place at the end of each rotation.
- Practical assessment one -End of first half term.
- Practical assessment 2 at the end of the term.

Assessment/s (Formative and Summative):

- Practical assessment one -End of first half term.
- Practical assessment 2 at the end of the term.
- End of unit test takes place at the end of the rotation.



<u>Key Terms:</u>	<u>Key Vocabulary:</u>	<u>Key Terms:</u>	<u>Key Vocabulary:</u>
Food hygiene and Safety Danger Zone Street Food Cooking Methods Sensory evaluation Clean as you go Roux sauce making	Contamination Micro Organism Vegetarian Vegan Allergy Intolerance Gelatinization Marinade Denaturation	Food hygiene and Safety Danger Zone Street Food Cooking Methods Sensory evaluation Clean as you go Roux sauce making	Contamination Micro Organism Vegetarian Vegan Allergy Intolerance Gelatinization Marinade Denaturation
<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>  <b>Literacy:</b> Food Preparation Key terminology, reading recipes, and using sensory descriptors to evaluate dishes made.  <b>Numeracy:</b> Working to timings, Weighing, Measuring, Scaling up or down of recipes, multiplication		<u>Literacy/ Numeracy/ Cross-Curricular Links:</u>  <b>Literacy:</b> Food Preparation Key terminology, reading recipes, and using sensory descriptors to evaluate dishes made.  <b>Numeracy:</b> Working to timings, Weighing, Measuring, Scaling up or down of recipes, multiplication	



<u>SMSC/ BV/ RSHE:</u>	<u>SMSC/ BV/ RSHE:</u>
<p><b>SOCIAL</b> Students will peer to assess each other's written and practical work and will give positive feedback. They will be encouraged to be kind and respectful. Students will cook and dine together to encourage teamwork and build positive relationships and interactions. Cooking nutritious and homemade food is an essential social and life skill.</p> <p><b>MORAL</b> Preparing students for the world of work-How to use equipment safely, health and safety at work. Students at both KS3 and KS4 are encouraged not to waste food ingredients. With increasing costs of food ingredients students are provided at KS3 with accessible recipe lists which enable all students to access ingredients.</p> <p><b>SPIRITUAL</b></p>	<p><b>SOCIAL</b> Students will peer to assess each other's written and practical work and will give positive feedback. They will be encouraged to be kind and respectful. Students will cook and dine together to encourage teamwork and build positive relationships and interactions.</p> <p><b>MORAL</b> Preparing students for the world of work. How to use equipment safely, health and safety at work. Students at both KS3 and KS4 are encouraged not to waste food ingredients.</p> <p><b>SPIRITUAL</b> Students will learn and develop an understanding of individuals with specific lifestyle needs including vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect the choice of diet, including Hindu, Muslim, and Jewish. Understanding the career opportunities available in the food and catering sector. Displays of possible careers exist within the department.</p> <p><b>CULTURAL</b> Use of multi-cultural ingredients; discovering the cuisines of different nationalities and cultures. Different attitudes, values, and traditions surrounding food. Understanding different dietary laws and traditions, especially in the service industry.</p>



Students will learn and develop an understanding of individuals with specific lifestyle needs including vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect the choice of diet, including Hindu, Muslim, and Jewish.

Creating and encouraging a sense of pride and self-fulfillment in their work.

Student practical work will be teacher/self and peer assessed.

Examples of excellent work will be displayed in the department and rewarded through credits.

Understanding the career opportunities available in the food and catering sector. Displays of possible careers exist within the department.

#### CULTURAL

Use of multi-cultural ingredients; discovering the cuisines of different nationalities and cultures.  
Different attitudes, values, and traditions surrounding food.

#### BRITISH VALUES

Learners should have theoretical and practical working knowledge and understanding of the development of culinary traditions in British and international cuisine.

Celebrating the cuisine of the British Isles, and British cultural events through food.



Understanding different dietary laws and traditions, especially in the service industry.

### BRITISH VALUES

Learners should have theoretical and practical working knowledge and understanding of the development of culinary traditions in British and international cuisine.

Celebrating the cuisine of the British Isles, and British cultural events through food.

### Adapted Curriculum Content:

Parts of the table of religious diets completed with missing words.

Parts of the table of cooking methods are completed with missing words.

Activity with hazards completed with part missing.

Simplified evaluation sheets

### Adapted Curriculum Content:

Sort answer questions of Fruit and Vegetables.

Students' complete diagrams for worksheets on milk and dairy.

Image of the egg is displayed on the interactive whiteboard.

Students are also given laminated images of the egg.

Summary information given on the Commodities in PowerPoint.

For the mini NEA2 project they can create a mood point and be given a small bank of recipes to use plan their final dish.





<p><b><u>Adaptive Implementation Practices:</u></b></p> <p>Pictorial practical step by step guides for practical.            One to one support in practical            Practical demonstrations            Use of key words            Teaching assistant support            Scaffolding activities            Use of dictionaries to support sensory descriptors.</p>	<p><b><u>Adaptive Implementation Practices:</u></b></p> <p>Pictorial practical step by step guides for practical.            One to one support in practical            Practical demonstrations            Use of key words            Teaching assistant support            Scaffolding activities            Use of dictionaries to support sensory descriptors.</p>



St Philip Howard Catholic Voluntary Academy



Department Planning 25-26



**St Ralph  
Sherwin**  
Catholic Multi Academy Trust



**ST. PHILIP HOWARD**  
CATHOLIC VOLUNTARY ACADEMY