

Art and Design Department – Food Preparation and Nutrition

Year 2022

Topic: Year 9 Nutrition and Diet Continued

Learning Journey - Term 1

Prior learning: Knowledge of Nutrition and Diet.

Learning sequence – Nutrition and Diet							Endpoint
Main learning steps	Re-cap Food Hygiene	Organisation and timing	Health and safety with knives, hob	Sauteing (translucent vegetable not brown)	Layering and laminating pastry dough	Sensory evaluation and final presentation of dish	Cook: Vegetable and pasta bake, rough puff pastry, Sausage rolls/plait
	Research skills	Weighing and measuring	Use of oven	Short crust pastry making: Rubbing in, resting, rolling out, baking, glazing	Produce a soft pliable pastry	Tasting for seasoning	Food science investigation – A) Find which starches perform best when used to thicken sauces. B) Find out the best fats to make perfect short crust pastry
	Gelatinisation and how different starch affect texture, colour and viscosity of thickened sauce	Observational skills	Wash as you go	Roux based sauce	What flour to use for pastry – Plain or strong plain flour		
		Teamwork	Draining carefully and safely through colander	Starch carbohydrate starch- slow release	What type of fat to use?		
			Cook pasta to al dente		Why do some recipes say to add lemon juice?		And work booklet
Assessment	Research Homework	Peer and teacher feedback	Whole class feedback	Verbal feedback	Verbal feedback	Teacher feedback	Teacher summative assessment

Where will we use these ideas again: When selecting ingredients, preparing, and cooking food using different techniques.

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Topic: Year 9 Nutrition and Diet

Learning Term 2

Prior learning: Knowledge of Nutrition – Nutrition and Diet

Learning sequence – Nutrition and Diet							Endpoint
Main learning steps	Research Skills A) The importance of vitamins and minerals in the diet- source, implications of excess and deficiencies B) Mind map different wholegrains. Then research recipes using wholegrains cereals	Knife skills Peeling, grating, Cracking and beating egg with no eggshell. Sifting, folding, scooping, portioning Weighing and measuring	Control of the oven Safe use of knives and grater Use of utensils and equipment	Nutritional benefits of carrots Health benefit of sunflower oil and wholegrains Types of wholegrains, where grown and milling- quinoa, millet, amaranth Coagulation, gelatinization, dextrinisation	Finishing skills Quality control Same number of scoops - same size cake No messy muffin tray – careful not to drop batter around the tray Golden and not burnt Decoration Skills	Sensory evaluation and food presentation Appearance Aroma Texture Taste	Cook: Carrot and raisin cake (muffin sizes - using sunflower oil, Spinach and potato curry (Saag aloo) And work booklet
Assessment	Research Homework	Peer and teacher feedback	Whole class feedback	Verbal feedback	Verbal feedback	Teacher feedback	Teacher summative assessment

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Topic: Year 9 Nutrition and Diet

Learning Term 3

Prior learning: Knowledge of Nutrition

Learning sequence – Nutrition and Diet							Endpoint
Main learning steps	<p>Research Skills Group and pair</p> <p>Food from different cultures</p> <p>Learners in groups/pair. Each group research a selected country – include typical dishes, common ingredients, cooking methods add more</p> <p>Each pair research and cook dish from the selected culture</p>	<p>Preparation skills - Separating Florets Sauce making</p> <p>Knowledge on Health issues linked to diets to inform choice.</p> <p>How to produce a time plan and follow it through</p> <p>Teamwork</p>	<p>Control of hob</p> <p>Weighing and measuring</p>	<p>Health and safety</p> <p>Use of grill and oven</p> <p>Discussion on different country typical dishes, common ingredients and cooking methods</p> <p>Discussion on Chinese cuisine- social, economic, climatic --- issues</p>	<p>Focus on meeting the brief and success of the practical task</p> <p>Selecting and identifying appropriate cooking skills/techniques</p> <p>Has nutritional content of final dish in relation to the brief been discussed</p>	<p>Sensory evaluation (Appearance, taste, aroma, texture and food presentation (portion control)</p>	<p>Cook: A range of Indian breads-roti, chapatti, paratha</p> <p>Plan and cook own choice dish.</p> <p>BRIEF:</p> <p>Plan and cook a popular savoury main course dish from a culture of your own choice which will contain a good source of iron</p> <p>And work booklet</p>
Assessment	<p>Research Homework</p>	<p>Peer and teacher feedback</p>	<p>Whole class feedback</p>	<p>Verbal feedback</p>	<p>Verbal feedback</p>	<p>Teacher feedback</p>	<p>Teacher summative assessment</p>

Where will we use these ideas again: When selecting ingredients, preparing, and cooking food using different techniques.