**Colton Hills Community School medium term planning**

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| **Topic title:**  Unit 2: The Flip Flop restaurant    **Revisit and check though each AC** | **Year: 11**  **Term: Autumn** | **Why we teach this:**  The scheme of work has been developed to provide all students with the opportunity to learn how to cook, as well as make informed decisions about their diet, food ethics and health. To create a piece of coursework which highlights the knowledge to be shown in the practical coursework. Knowledge and research in nutrition and industrial practice needs to shown. | **Why we teach this here:**   * Cooking skills * Food preparation skills * Diet and nutrition * Safety and hygiene * Food planning and research * Industrial practices | |
| **Big questions:**  **How do I find out about the importance of nutrition when planning menus?**  **Key aspects to research**  **Describe the function of nutrients in the human body**  **Compare the nutritional needs of specific groups**  **Explain the characteristics of unsatisfactory nutritional intake**  **Explain how cooking methods impact on nutritional values** | | **Builds on previous topics:**  To build on nutritional knowledge which needs to be demonstrated through the coursework and design ideas for the meals which needs to be finally created for the GCSE practical exam. | **Links to future topics:**  The science of food and function of ingredients.  Fundamentals of designing and making.  Analysis and evaluation of food to include food Provenance.  Key nutritional knowledge  Working with a range of ingredients | |
| **Key knowledge:**  During this unit students will:   * understanding the role of an Environmental Health Officer * nutritional knowledge and specialist diets * use basic kitchen equipment; * developing cooking skills for example- whisk, knead, prove, boil, simmer, fry, bake, rubbing in, creaming and gelatinisation * prepare a range of fresh ingredient, for example- peeling, dicing, coring and slicing * weigh and measure ingredients – understand calibration * Investigate the functions of key ingredients – Dairy, eggs, flour, fats and oil. * learn and where our food comes from * cook with and investigate staple foods * research from primary source information and plan a food product based on this research * develop knowledge of raising agents, gels and modified starch.in foods |  | |
| **Skills developed:**  The scheme of work has been developed to provide all students with the opportunity to learn how to cook, as well as make informed decisions about their diet, others specialist diets, functions of ingredients, food ethics and health. Students in year 9 have a 60 minute lesson twice a week which runs as part of a rotation for 9 weeks.  The content meets the needs for key stage 4 Food Technology, giving students a taste of the hospitality and catering course. Delivering the following areas which meet some of the food competences as   * Cooking skills * Food preparation skills * Function of foods * Diet and nutrition * Safety and hygiene * Food planning and research | |
| **Mini/Interim assessments:**   * Practical assessment assessments with visual indicators   **Termly summative assessment:**   * Practical assessment make and design own product * Written coursework analysis | | **Independent study tasks/resources:**  Research of nutritional facts  Recipe development  Recipe planning  Science of food and nutrition | **Key vocabulary 1:**  **Food hygiene**  **Personal hygiene**  **Food safety**  **Cross contamination**  **Pathogen**  Sensory analysis  Fats  Carbohydrate  Protein  Vitamins  Minerals | **Key vocabulary 2:**  Gelatinisation  Weight  Flour  Nutritional  Packaging  Simmer  Rubbing  Creaming  Frying |
| **Cultural capital opportunities:** …  **Food and the nutritional qualities to affect diet and wellbeing.** | | **Whole school Curricular Concept links:**  The Science of food and nutrition |