



# FOOD TECHNOLOGY DEPARTMENT SCHEMES OF WORK



**PROJECT: International Cuisine / Design Development**

**YEAR: KS3 (9)**

**OVERALL AIM: To cook a range of international cuisines enhancing skills and encourage development of own dishes.**

Term 1	Intent				Implement		Impact	
Lesson No	Concept	Resources	Learning objective	Starter activity	Learning activities	Possible differentiation activities	AFL	Suggested links with school learning policies (Literacy, Numeracy, SMSC, RSE)
<b>1 &amp; 2</b> 140 mins	Introduction to international cuisine and design development.  Focus on key skills:  Handle and prepare raw meat or fish with some support.  Cook a savoury Indian meal or snack.	License to Cook PP. Pupil PP. One touch screen. Recipes. Ingredients. Equipment.  Staple Food Around the World PowerPoint. Slide Carbohydrate You Tube Video...	To practise preparing and cooking raw meat safely making a chicken curry.  To revisit kneading and making a dough, shaping as an oval to cook as flatbread.  To understand there are 14 <b>allergens</b> food businesses need to be aware when preparing food. Identify <b>Gluten</b>	Discuss the expectations of students.  Review key skills the learning journey.	<ul style="list-style-type: none"> <li>Introduce and discuss the international cuisine / design development.</li> <li>Read through and identify skills within the recipes. (<b>Chicken Curry and Naan</b>)</li> <li>H &amp; S using knives and the hob.</li> <li>Revisit the bridge hold and claw grip preparing the ingredients.</li> <li>Practice using the hob independently cooking the curry and rice.</li> <li>Practice time management ensuring the components come together at the right time.</li> <li>Complete write up.</li> </ul>	<ul style="list-style-type: none"> <li>Varying ability of identifying the food groups on the Eat Well Guide.</li> <li>Individual outcome will be produced allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection.</li> </ul>	YP will be judged on a variety of success criteria including www/Ebi	<p><b>Numeracy</b> – Weighing, measuring, time.</p> <p><b>Literacy</b> – New subject specific terminology (Peeled, Sliced, Flatbread, Naan)</p> <p><b>ERIC</b> – Reading L.O &amp; recipes.</p> <p><b>SMSC</b> – Working safely &amp; hygienically in the kitchen, international cuisine, and different cultures.</p> <p><b>Allergy</b>-Gluten intolerance.</p> <p><b>RSE</b> - Working safely &amp; hygienically in the kitchen.</p> <p>CLEAPSS</p> <p><b>COVID 19: Follow safe practices.</b></p> <p><b>CLEAAPS-Guidance for Covid 19</b></p> <p><b>HCS – Policies re Covid 19</b></p>
<b>3 &amp; 4</b> 140 mins	Focus on key skills:  Test to check if meat/fish is cooked correctly with support.	Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes	Create a Savoury dish that celebrates Mexican cuisine.  Create a sweet dish that celebrates Mexican cuisine.	Recap practical from last lesson.  What key skills were used?  Q & A what cuisine did we look at last lesson?	<ul style="list-style-type: none"> <li>Read through and identify the skills within the recipes. (<b>Chilli Con Carne and Apple Enchiladas</b>)</li> <li>Q &amp; A which skills are being revisited?</li> <li>H &amp; S using the hob and oven.</li> </ul>	<ul style="list-style-type: none"> <li>Individual outcome will be produced allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection.</li> </ul>	YP will be judged on a variety of success criteria including www/Ebi.	<p><b>Numeracy</b> – Weighing, measuring and time.</p> <p><b>Literacy</b> – New subject specific terminology (Protein, Stock, Tortilla, Enchilada)</p> <p><b>ERIC</b> – Reading L.O. &amp; recipes.</p> <p><b>SMSC</b> – Working safely / Healthy eating, international cuisine, and different cultures.</p>

	<p>Cook a main meal that celebrates Mexican cuisine.</p> <p>Use the oven independently.</p>				<ul style="list-style-type: none"> <li>• Preparing the ingredients.</li> <li>• Practise using the hob safely to fry the mince beef, recognising when it is cooked thoroughly.</li> <li>• And, to use the frying pan to soften the apples for the dessert.</li> <li>• Revisit using the oven independently to bake the enchilada.</li> </ul>			<p><b>RSE</b> - Working safely &amp; hygienically / Healthy eating <b>CLEAPSS</b>-<a href="#">MRAT-130-FRYING</a></p> <p><b>COVID 19: Follow safe practices.</b> <b>CLEAAPS-Guidance for Covid 19</b> <b>HCS – Policies re Covid 19</b></p>
<p><b>5 &amp; 6</b> 140 mins</p>	<p>Focus on key skills:</p> <p>Make a vegetarian meal that contains the 5 food groups.</p> <p>Create a low-cost recipe.</p> <p>Use the oven independently.</p> <p>Cook a main meal that celebrates Italian cuisine.</p>	<p>Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes</p>	<p>To practice using the hob to make a low-cost healthy recipe.</p> <p>To revisit kneading and making a dough, shaping and cooking to make garlic bread.</p>	<p>Recap practical from last lesson.</p> <p>What key skills were used?</p> <p>Q &amp; A what cuisine did we look at last lesson?</p>	<ul style="list-style-type: none"> <li>• Read through and identify the skills within the recipes. <b>(Minestrone Soup and Bread Buns)</b></li> <li>• Q &amp; A which skills are being revisited?</li> <li>• H &amp; S using the hob and oven.</li> <li>• Prepare the ingredients using the knife skills used previously.</li> <li>• Practise using the hob safely to sauté the onion and bacon.</li> <li>• Then add the vegetables progressing to a boil then simmer.</li> <li>• Follow the recipe for quick bread buns and independently set the oven, cooking the bread for the required time.</li> <li>• Wash up and tidy away.</li> <li>• Complete write up.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual outcome will be produced allowing teacher support and stretch for more able students.</li> <li>• Varying levels of self-reflection.</li> </ul>	<p>YP will be judged on a variety of success criteria including www/Ebi.</p>	<p><b>Numeracy</b> – Weighing, measuring, time, money. <b>Literacy</b> – New subject specific terminology (Ladle, Rasher, Raising Agent, Dough) <b>ERIC</b> – Reading L.O. &amp; recipes. <b>SMSC</b> – Working safely / Healthy eating, international cuisine, and different cultures. <b>RSE</b> - Working safely &amp; hygienically / Healthy eating <b>CLEAPSS</b> <a href="#">MRAT 119-OVEN</a></p> <p><b>COVID 19: Follow safe practices.</b> <b>CLEAAPS-Guidance for Covid 19</b> <b>HCS – Policies re Covid 19</b></p>

Term 2	Intent		Implement				Impact	
Lesson No	Concept	Resources	Learning objective	Starter activity	Learning activities	Possible differentiation activities	AFL	Suggested links with school learning policies (Literacy, Numeracy, SMSC, RSE)
9 & 10 (140 mins)	Focus on key skills:  Develop and make their own sauce or marinade.  Cook a main meal that celebrates Italian cuisine.  Mix, stir or whisk ingredients.	Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes	To develop and make a sauce to go on a bread based stuffed crust pizza.  To understand and demonstrate the difference between folding and mixing.	Go through progress report in E-folios.  Reflect on skills learnt in previous term – complete pupil comments.	<ul style="list-style-type: none"> <li>Read through and identify the skills within the recipe. <b>(Stuffed Crust Pizza)</b></li> <li>Q &amp; A which skills are being revisited?</li> <li>H &amp; S using the oven and hob.</li> <li>Weigh out and make the dough for the pizza.</li> <li>Revisit, basic tomato sauce for the topping. Use the hob to make the sauce.</li> <li>Prepare the toppings for the pizza.</li> <li>Follow the recipe for stuffed crust.</li> <li>Independently set the oven, cooking the pizza for the time set.</li> <li>Wash up and tidy away.</li> <li>Complete write up.</li> <li>Read through and identify the skills within the recipe. <b>(Chocolate Mousse)</b></li> <li>Q &amp; A which skills are being revisited?</li> <li>Q &amp; A difference between folding and mixing?</li> <li>Follow the recipe for chocolate mousse.</li> <li>Independently use the microwave and whisk to make the mousse.</li> <li>Fold the mixture together carefully.</li> <li>Set in the fridge.</li> </ul>	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection.</li> </ul>	YP will be judged on a variety of success criteria including www/Ebi.	<p><b>Numeracy</b> – Weighing, measuring and time.  <b>Literacy</b> – New subject specific terminology (Mozzarella, Sauce)  <b>ERIC</b> – Reading L.O. &amp; recipes.  <b>SMSC</b> – Working safely / Healthy eating, international cuisine, and different cultures.  <b>RSE</b> - Working safely &amp; hygienically / Healthy eating  CLEAPSS <a href="#">MRAT 119-OVEN</a></p> <p><b>COVID 19: Follow safe practices.</b>  <b>CLEAAPS-Guidance for Covid 19</b>  <b>HCS – Policies re Covid 19</b></p>
11&12 (140 mins)	Focus on key skills:  Create a dish from a	Licence to Cook PP. Pupil PP. One touch screen. Equipment	To make a gluten free meal that could be either a meat or vegetarian dish.	Recap practical from last lesson.  What key skills did we use?	<ul style="list-style-type: none"> <li>Read through and identify the skills within the recipe. <b>(Spanish Meatballs)</b></li> <li>Q &amp; A which skills are being revisited?</li> </ul>	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> </ul>	YP will be judged on a variety of success criteria including www/Ebi.	<p><b>Numeracy</b> – Weighing, measuring division and time.  <b>Literacy</b> – New subject specific terminology (Chorizo, Stew)  <b>ERIC</b> – Reading L.O. &amp; recipes.</p>

	<p>different culture.</p> <p>Develop a recipe for someone with dietary requirements.</p> <p>Modify recipes to promote healthy eating.</p> <p>Use the creaming or all in one method to make cakes.</p>	Ingredients Recipes	To revisit baking techniques inspired from a different culture		<ul style="list-style-type: none"> <li>• H &amp; S using the hob to fry the meatballs, sauté the vegetables and boil the rice.</li> <li>• Combine ingredients and shape the meatballs.</li> <li>• Cut and Sauté the chorizo and onion.</li> <li>• Add remaining ingredients and stew.</li> <li>• Use the hob to boil the rice.</li> <li>• Wash up and tidy away.</li> <li>• Complete write up.</li> <li>• Read L.O. and recipe for <b>Lemon Cake</b></li> <li>• Identify the skills revisited.</li> <li>• <b>Q &amp; A H &amp; S using the oven.</b></li> <li>• Follow the recipe, prepare, and cook.</li> <li>• Wash up and tidy away.</li> <li>• Complete write up.</li> </ul>	<ul style="list-style-type: none"> <li>• Varying levels of self-reflection.</li> </ul>		<p><b>SMSC</b> – Working safely / Healthy eating, international cuisine, and different cultures.</p> <p><b>RSE</b> - Working safely &amp; hygienically / Healthy eating</p> <p>CLEAPSS</p>
<b>13 &amp; 14</b> (140 mins)	<p>Focus on key skills:</p> <p>Present food to a high level of finish.</p> <p>Portion and divide equally.</p> <p>Roll out pastry or dough and use a cutter.</p> <p>Test to check if cakes and bread are cooked.</p>	Licence to Cook PP. Pupil PP. One touch screen. Equipment Ingredients Recipes	<p>To be able to make a cake that is decorated to a high finish and that could be shared at a celebration.</p> <p>To use short crust pastry to make mince pies.</p>	<p>Recap practical from last lesson.</p> <p>What key skills did we use?</p>	<ul style="list-style-type: none"> <li>• Read through and identify the skills for <b>Yule Log</b></li> <li>• Q &amp; A which skills are being revisited?</li> <li>• H &amp; S using the oven.</li> <li>• Make the sponge, turn out and roll up.</li> <li>• Prepare the filling and butter icing.</li> <li>• Construct the cake and decorate following the recipe instructions.</li> <li>• Wash and tidy up.</li> <li>• Complete write up and peer assess.</li> <li>• <b>Read L.O. for mince pies.</b></li> <li>• <b>- Q &amp; A.</b></li> <li>• Identify key skills and revisit of; rubbing in method &amp; test to</li> </ul>	<ul style="list-style-type: none"> <li>• Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>• Varying levels of self-reflection.</li> </ul>	YP will be judged on a variety of success criteria including www/Ebi. Peers assess	<p><b>Numeracy</b> – Weighing, measuring division and time.</p> <p><b>Literacy</b> – New subject specific terminology (Christmas, celebration, )</p> <p><b>ERIC</b> – Reading L.O. &amp; recipes.</p> <p><b>SMSC</b> – Working safely / Healthy eating, international cuisine, and different cultures.</p> <p><b>RSE</b> - Working safely &amp; hygienically / Healthy eating</p> <p>CLEAPSS</p> <p><b>COVID 19: Follow safe practices.</b></p> <p><b>CLEAAPS-Guidance for Covid 19</b></p> <p><b>HCS</b> – Policies re Covid 19</p>

					<p>check if cakes are cooked.</p> <ul style="list-style-type: none"><li>• Identify the equipment &amp; ingredients used in making shortbread.</li><li>• Make the mince pies.</li><li>• Wash and tidy up.</li><li>• Complete write up.</li></ul>			
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Term 3	Intent		Learning Activities		Implementation		Impact	
Lesson No	Context	Resources	Learning objective	Starter Activity	Learning Activities	Possible differentiated Activities	AFL	Suggested links with school policies
15-16 (140 mins)	Focus on key skills. Understand Greek culture and cuisine. Modify recipes to promote healthy eating.  Missing Pupils: direct learning to TEAMS, FFL resources	Licence to Cook PP. Pupil PPT. International cuisine One touch screen. Equipment Ingredients Recipes Literacy mat	To build on skills and develop recipes from different cultures. (Veg option available)  To make a recipe using a slow-release sugar.  Science of gelatinisation.	Recap learning from the previous lesson.  What key skills did we use?  Explore different pastas ones for sauces and those for stuffing such as ravioli.	Read through and identify skills for <b>Koftas / Pitta</b> Q and A which skills are being revisited? H and S using the oven. Safe use of knife. Separate chopping boards. Organise ingredients and equipment Use knife skills to cut and chop vegetables. Make roux sauce, béchamel to cheese sauce (follow demonstration) Layer up lasagne. Bake in the oven. Present meal attractively. Discuss the taste, texture and aroma of the food. How healthy is the meal? Wash up and tidy away. Complete write up.  Read through and identify the skills within the recipe. <b>(Lemon Cheesecake)</b> Q & A which skills are being revisited? Revisit sugar alternatives how has recipe been modified. Follow recipe and set. Wash up and tidy away. Complete write up.	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection.</li> <li>Explore potential to adapt recipe.</li> <li>Key words differentiated.</li> </ul> Skills Grating, hob use, grilling, sauce making, draining, combing, claw grip.	YP will be judged on a variety of success criteria including www/Ebi. Peer and self-assessment. Oral feedback. Photograph product Set targets to develop next time.	<b>Numeracy</b> – Weighing, measuring, time. <b>Literacy</b> – New subject specific terminology (Roux, sauce bechamel) Name of country Italy and ingredients from Italy. <b>ERIC</b> – Reading L.O. & recipes. <b>SMSC</b> – Working safely / Healthy eating, international cuisine, and different cultures. Reducing waste <b>RSE</b> - Working safely & hygienically / Healthy eating CLEAPSS  Stretch and challenge: Explore herbs used in Italian cuisine. Finding out about Italian festivals and which special foods are involved. Panettone, Pandora <a href="#">Sauce making and heat transfer</a>  <b>COVID 19: Follow safe practices.</b> <b>CLEAPSS-Guidance for Covid 19</b> <b>HCS – Policies re Covid 19</b>
17-18 (140 mins)	Focus on key skills Understand Chinese culture and cuisine	Licence to Cook PP. Pupil PPT. International cuisine 3-5 One touch screen. Equipment: wok, chop sticks Ingredients: soy sauce Recipes	To practice handling and cooking raw meat or Quorn  To revisit and make a sauce for a Chinese meal.  To identify and make improvements to	Recap learning from the previous lesson.  What key skills did we use?  Introduce the concept of Fan and basic cooking skills and methods.	Read through and identify skills for <b>chicken chow mien and spring rolls.</b> Q and A what skills are being revisited? Explain importance of vegetable preparation in Chinese cuisine everything very small. Use vegetable cuts mat. Prepare all ingredients.	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection.</li> </ul>	YP will be judged on a variety of success criteria including www/Ebi. Peer and self-assessment Oral feedback Photograph product Set targets to develop next time.	<b>Numeracy</b> –, Shaping folding, time. <b>Literacy</b> – New subject specific terminology (stir fry, chop sticks) <b>ERIC</b> – Reading L.O. & recipes. <b>SMSC</b> – Working safely / Healthy eating, international cuisine, and different cultures. Chinese New Year. Yin and Yang <b>RSE</b> - Working safely & hygienically / Healthy eating CLEAPSS



	<p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Chopsticks Map of China Chinese objects Chinese cookery books Chinese music Oven gloves Remote learning: Live well/ Eatwell ppt Planet Food ppt</p>	<p>making a Chinese meal.</p>		<p>H and safety using hob and Sharpe knife. (claw and bridge hold) Quick cook stir-fry ingredients add noodles at the end. Flavour with popular Chinese flavours e.g., soy sauce, ginger etc. Look at laying table and presenting dish Chinese style. Describe the meals qualities colour, shape, texture, aroma and flavour use literacy mat if appropriate.  Wash up and tidy away. Write up. Complete write up</p>	<p>Skills Using the hob, Bridge hold, Claw grip, stir fry, Combining</p>		<p>Stretch and Challenge: Chinese staple foods (rice and wheat products, noodles dumplings bread) Planning a well-balanced, nutritionally sound meal. Finding out about Chinese festivals and which special foods are involved.  <b>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</b></p>
<p>19-20 (140 mins)</p>	<p>Focus on key skills Understand Mexican culture and cuisine.  Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. International cuisine 3-5 One touch screen. Equipment Ingredients Recipes Mexican recipe books Mexican music Map of World Mexican cookery books Oven gloves Remote learning: Live well/ Eatwell ppt Planet Food ppt</p>	<p>To demonstrate knife skills preparing and cooking meat and vegetables safely and hygienically.  To revisit Mexican cuisine and use spice and herbs to enhance the dish. <b>Science</b> Heat Transfer Conduction</p>	<p>Recap learning from previous lesson. What skills did we use?  Explore knowledge of Mexico. Show on world map.</p>	<p>Read through and identify skills for <b>Enchiladas and Chimichangas</b> Q and A what skills are being revisited? H and Safety: Risk of contamination between raw and cooked meats. campylobacter / salmonella. Using different knife skills prepare vegetables and chicken on separate chopping boards. Stir-fry the chicken and vegetables, adding sauces and seasoning as required. Wrap filling in tortilla, place in baking dish and cover with sauces. Bake in oven. Present enchiladas and discuss flavour, texture and aroma. Follow recipe for Chimichangas and present for photograph of work. Wash up and tidy away. Complete write up.</p>	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection. E.g., buying, storing, preparing and cooking meat.</li> </ul> <p>Skills Stir frying, knife skills, raw meat handling, hob use, marinating.</p>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peer and self-assessment. Oral feedback Photograph product Set targets to develop next time.</p>	<p><b>Numeracy</b> – Weighing, measuring, time. <b>Literacy</b> – New subject specific terminology (tortilla sauce Peel, slice, marinade, stir fry, grate, wrap, denature) <b>ERIC</b> – Reading L.O. &amp; recipes. <b>SMSC</b> – Working safely / Healthy eating, Mexican cuisine. <b>RSE</b> - Working safely &amp; hygienically / Healthy eating. CLEAPSS  Stretch and challenge Investigate ingredients commonly used in Mexico. Name some Mexican festivals.  <b>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</b></p>

Term 4	Intent		Learning Activities		Implementation		Impact	
21-22	<p>Focus on key skills</p> <p>Start to understand the cultural influences of America and its cuisine.</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. International cuisine 3-5 One touch screen. Equipment Ingredients Recipes laminated Map of the world American music American cookery books Oven gloves Remote learning: Live well/ Eatwell ppt Planet Food ppt</p>	<p>To combine cooking methods to make a healthy low-cost meal.</p> <p>Calculate the cost of the dish.</p> <p>Know and understand how to make a batter and it's many uses in creating meals and desserts. Name examples.</p> <p>Science-heat transfer Conduction and radiation</p>	<p>Recap learning from a previous lesson.</p> <p>What skills did we use?</p> <p>Discuss how to make a batter and its uses.</p> <p>What makes a low-cost meal? How can recipe be modified to promote healthy eating and reduce cost?</p>	<p>Read through and identify skills for <b>Southern Fried Chicken and American pancakes.</b></p> <p>Make batter following demonstration. H and safety cross contamination from raw meat. Cooking meat through. Creating coating. Fry to give colour. Bake until cooked. Prepare coleslaw as side dish. Make pancakes American style explain the difference in consistency of the batter. Discuss common toppings used on American pancakes and how they differ from the UK. Discuss flavour, texture and aroma. Wash up and tidy away. Complete write up</p>	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection. Making meal meet energy requirements for a teenager? How are pulses nutritional?</li> </ul> <p>skills Weighing and Measuring, Knife skills, Using the hob, Using the grill.</p>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time</p>	<p><b>Numeracy</b> – Weighing, measuring, time.</p> <p><b>Literacy</b> – New subject specific terminology (batter, pulses contamination Keywords Slice, peel, crush, cube, simmer, tender) Name equipment</p> <p><b>ERIC</b> – Reading L.O. &amp; recipes.</p> <p><b>SMSC</b> – Working safely / Healthy eating, American cuisine, and popular American dishes.</p> <p><b>RSE</b> - Working safely &amp; hygienically / Healthy eating</p> <p>CLEAPSS</p> <p>Stretch and Challenge: Use supermarket website to calculate cost of ingredients for your recipe.</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>
23-24	<p>Focus on Key Skills</p> <p>Continue to appreciate American culture and cuisine.</p> <p>How North American influences dominate the fast-food industry (hot dogs, beefburgers, Kentucky fried chicken chocolate brownies, and apple pie.)</p>	<p>Licence to Cook PP. Pupil PP. International cuisine 3-5 One touch screen. Equipment Ingredients Recipes American cookery books Images for burgers American music Remote learning: Live well/ Eatwell ppt Planet Food ppt</p>	<p>To design and make a homemade burger.</p> <p>To revisit glazing techniques giving a high finish to a bake.</p> <p>Science carbon dioxide from fermentation of yeast as raising agent.</p>	<p>Recap learning from previous lesson.</p> <p>What skills did we use?</p> <p>What do you know about American festivals and food?</p>	<p>Read through and identify skills for <b>beef burger and potato wedges.</b></p> <p>contamination from raw meat. Use of hob. Food poisoning from bagged salads. Introduce pupils to the different cuts of meat from the cow. Prepare potatoes by cleaning, peeling and cutting into wedges. Mix onion and herbs into mincemeat, combine well. Divide mixture in half and create two burgers. Wash hands thoroughly before continuing to work. Present burger with potato wedges. Discuss flavour, texture and aroma using literacy map. Wash up and tidy away. Complete write up.</p>	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection. What is the nutritional content of the meal? Identify ways of adapting the recipe for different dietary needs.</li> </ul>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Photograph product Set targets to develop next time</p>	<p><b>Numeracy</b> – Weighing, measuring, time. Fractions</p> <p><b>Literacy</b> – New subject specific terminology (yeast, prove, knead, gluten, shape, combine) Name equipment</p> <p><b>ERIC</b> – Reading L.O. &amp; recipes.</p> <p><b>SMSC</b> – Working safely / Healthy eating, American cuisine, buying locally, animal welfare.</p> <p><b>RSE</b> - Working safely &amp; hygienically / Healthy eating</p> <p>CLEAPSS</p> <p>Stretch and challenge <a href="#">Types of flour and function of gluten</a></p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>



	<p>Knead and make a dough.</p> <p>Use a glaze to give a high finish on pastry or bread.</p>				<p><b>Read L.O. for Easter Biscuits</b> Identify new key skills and skills revisited. <b>Q &amp; A H &amp; S using the oven</b> Follow the recipe, prepare, and cook. Wash up and tidy away Complete write up.</p>			
25-26	<p>Focus on Key Skills</p> <p>Understand the cultural influences of Indian cuisine.</p> <p>Portion and divide equally. Roll out pastry or dough and use a cutter</p> <p>Explore celebration of Easter in UK.</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. International cuisine 3-5 One touch screen. Equipment Ingredients Recipes BBC Newsround Easter quiz Piping bag/nozzle Oven gloves Remote learning: Live well/ Eatwell ppt Planet Food ppt</p>	<p>To revisit and practice handling pastry.</p> <p>To be able to make a homemade treat for a special occasion.</p> <p>Consider Easter whirls as an alternative option</p>	<p>Recap learning from previous lesson. What skills did we use?</p>	<p>Read through and identify skills within the recipes <b>Vegetable Samosa</b> Q &amp; A which skills are being revisited? <b>H and S using hob and oven.</b> Question pupil's knowledge about Indian food / spices. Revisit skills used in folding filo pastry. Follow the recipe, prepare, and cook. Wash up and tidy away. Complete write up.</p> <p>Read through and identify skills within the recipe <b>Hot cross cookies</b> Q &amp; A which skills are being revisited? <b>H and S use of oven-wear oven gloves.</b> Question pupil's knowledge about Easter. Follow the recipe, prepare, and cook. Wash up and tidy away. Complete write up. Wash up and tidy away. Complete write up.</p>	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection. What are typical Easter images? What Easter biscuit cutters can you use? In other countries name some common Easter food products. Italy pizzelle cookies, Greek Tsoureki, simnel cake</li> </ul>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Set targets to develop next time</p>	<p><b>Numeracy</b> – Weighing, measuring, time. <b>Literacy</b> – New subject specific terminology (Spice, enrich, shape, pipe, knead, prove, Easter) Name equipment <b>ERIC</b> – Reading L.O. &amp; recipes. <b>SMSC</b> – Working safely / Healthy eating, Easter traditions and celebration. Spring cleaning origins. <b>RSE</b> - Working safely &amp; hygienically / Healthy eating <b>ICT</b> – internet search to explore Easter recipes and do BBC Newsround Reaster knowledge quiz. CLEAPSS</p> <p><b>Stretch and challenge</b> Participate in an Easter egg hunt. Get active and explore the great outdoors.</p> <p><b>COVID 19: Follow safe practices.</b> <b>CLEAAPS-Guidance for Covid 19</b> <b>HCS – Policies re Covid 19</b></p>

Term 5	Intent		Learning Activities		Implementation		Impact	
Lesson No	Context	Resources	Learning Objective	Starter Activity		Possible Differentiated Activities	AFL	Suggested links with school policies
27-28	<p>Focus on Key Skills</p> <p>Identify some traditional English recipes and food products. Appreciate origins of local products.</p> <p>Buy seasonal locally grown food products and discuss why this is important.</p> <p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Licence to Cook PP. Pupil PP. Internationa l cuisine 3-5 One touch screen. Equipment Ingredients Recipes Map of UK Oven gloves</p> <p>Remote learning: Live well/ Eatwell ppt Planet Food ppt</p>	<p>Traditional Cornish pasty and to practice the rubbing in method to create scones.</p> <p>Science Explain shortening and gluten</p>	<p>Recap learning from previous lesson.</p> <p>What skills did we use?</p> <p>Discuss the origins of the Cornish pasty for coalminers, containing both savoury and sweet filling either side.</p> <p>Look at ingredients being used encourage pupils to think about availability, traceability, food assurance schemes and animal welfare in the UK.</p>	<p>Read through and identify skills for <b>Cornish pasties and scones</b>.</p> <p>What are the advantages of using locally soured ingredients?</p> <p>What are organic meats and vegetables?</p> <p>H and S safety when using knife skills to prepare ingredients. Safe use of oven. Cleaning vegetables. Cross contamination from raw meat.</p> <p>Prepare vegetables and cut into small chunks. Stir fry ingredients with stock and seasonings gradually.</p> <p>Demonstrate how to make pastry and the functions of flour and fat. What does shorten mean? Question pupil's knowledge about pastry making.</p> <p>Demonstrate how to create pastry case for pasty.</p> <p>Bake in the oven noticing temperature and time. When cooked present for assessment.</p> <p>Working independently follow the recipe for scones, circulate room to give guidance and reminders to achieve best results e.g., aeration, raising agents, height of scone etc</p> <p>Present scones for assessment.</p> <p>Wash up and tidy away. Complete write up.</p>	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection. How has today's pies adapted to include more locally sourced and seasonal ingredients? Is there a farm shop near you?</li> </ul>	<p>YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment. Oral feedback Set targets to develop next time: Plan visit to farmer's market</p>	<p><b>Numeracy</b> – Weighing, measuring, time.</p> <p><b>Literacy</b> – New subject specific terminology (crisp, buttery, flaky, crumbly, hard Rubbing in, Pastry, pasty, scone) Name equipment</p> <p><b>ERIC</b> – Reading L.O. &amp; recipes.</p> <p><b>SMSC</b> – Working safely / Healthy eating, British culture and cuisine. Reducing food miles.</p> <p><b>RSE</b> - Working safely &amp; hygienically / Healthy eating</p> <p><b>ICT</b> - research how to eat scone? Cream or jam first. CLEAPSS</p> <p><b>Stretch and challenge</b> To identify and explain some of the environmental issues associated with foods.</p> <p>COVID 19: Follow safe practices. CLEAAPS-Guidance for Covid 19 HCS – Policies re Covid 19</p>

29-30	Focus on Key Skills.  Finding out what farmers grow and produce in different parts of Britain both on a large and small scale.  Sustainable fishing investigated.	Licence to Cook PP. Pupil PP. International cuisine 3-5 One touch screen. Equipment Ingredients Recipes Oven gloves British cookery books Map of UK/World Remote learning: Live well/ Eatwell ppt Planet Food ppt	Practice using raw fish.  What makes a healthy meal?  What other recipes are part of the British food scene? Roast dinner etc  Why has Britain become more cosmopolitan? And less inclined to specialise in British dishes?	Recap learning from previous lesson. What skills did we use? Explore some of the environmental issues affecting fishing around the UK seas  Discuss different types of sauces served with fish.	Read through and identify skills for <b>fish and chips and a healthy dessert.</b>  Recap why is eating fish important in the diet?  H and S High level of supervision frying fish. Use of oven, cleaning vegetables. Practice knife skills peeling, cutting, slicing to form chips. Oil chips lightly and cook in the oven. Notice temperature and time. Correct use of chopping board blue to prepare fish. Demonstrate how to coat fish, flour, egg and topping. Time cooking of fish by gently frying on either side Present dish attractively plans to serve with peas and or sauce e.g., hollandaise  Produce a simple dessert from local fruit. Follow recipe or natural instincts from your design.  Present dishes for assessment. Discuss flavour, appearance, aroma and texture, using literacy mats. Wash up and tidy away. Complete write up.	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection. Sourcing local ingredients and creating a dessert from old recipes. Different types of fillets of fish</li> </ul>	YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Set targets to develop next time	<p><b>Numeracy</b> – Weighing, measuring, time. <b>Literacy</b> – New subject specific terminology (sustainable, coat, fry, breadcrumbs, dessert, sauce, compote, syrup) Food in children's rhymes and literature Name equipment <b>ERIC</b> – Reading L.O. &amp; recipes. <b>SMSC</b> – Working safely / Healthy eating, British produce, sustainable fishing <b>RSE</b> - Working safely &amp; hygienically / Healthy eating Being active growing fruit and vegetables. <b>ICT</b>- search comparison sites for cost of ingredients. CLEAPSS</p> <p><b>Stretch and challenge</b> Why does buying locally grown produce help achieve value for money (food budget)</p> <p><b>COVID 19: Follow safe practices.</b> <b>CLEAPSS-Guidance for Covid 19</b> <b>HCS – Policies re Covid 19</b></p>
31-32	Focus on Key Skills  Appreciate how Spanish cuisine is influencing our own culture.	Licence to Cook PP. Pupil PP. International cuisine 3-5 One touch screen. Equipment Ingredients Recipes Remote learning:	Practice using the hob to make a Spanish omelette. Practice using creaming method to make cookies.  Understand food choice and what makes a Vegan diet.	Recap learning from last lesson. What skills did we learn?  What makes a light lunch? Why are omelettes versatile? What makes	Read through and identify skills for <b>Spanish omelette and cookies.</b> Q and A what skills are being revisited? H and S Use of hob and oven. Prepare, cook, and serve Spanish omelette as per teacher demonstration. Serve attractively with light salad. Look at several	<ul style="list-style-type: none"> <li>Individual YP will be making their product allowing teacher support and stretch for more able students.</li> <li>Varying levels of self-reflection. Using leftover ingredients in omelette, reduce food waste, budget planning.</li> </ul>	YP will be judged on a variety of success criteria including www/Ebi. Peers and self-assessment Oral feedback Summary of progress made to date.	<p><b>Numeracy</b> – Weighing, measuring, time. Ratio <b>Literacy</b> – New subject specific terminology (coagulation, protein, savoury) Name equipment <b>ERIC</b> – Reading L.O. &amp; recipes. <b>SMSC</b> – Working safely / Healthy eating, Spanish cuisine and culture <b>RSE</b> - Working safely &amp; hygienically / Healthy eating <b>ICT</b></p>

	<p>Missing Pupils: direct learning to TEAMS, FFL resources</p>	<p>Live well/ Eatwell ppt Planet Food ppt</p>	<p><b>Science:</b> coagulation</p>	<p>omelettes nutritious?</p>	<p>types of salad dressing. Make a simple salad dressing following teacher demonstration.</p> <p>Following set instructions on recipe carefully make biscuit dough for cookies.</p> <p>Bake in the oven for the correct amount of time. Present both dishes for assessment.</p> <p>Wash up and tidy away. Complete write up and peer assess.</p>			<p><b>CLEAPSS</b> <b>Stretch and challenge</b> What other light lunches can you think of suitable for a teenager?</p> <p><b>COVID 19: Follow safe practices.</b> <b>CLEAAPS-Guidance for Covid 19</b> <b>HCS – Policies re Covid 19</b></p>
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