

<p style="text-align: center;"><b>Key Stage 3 Food</b></p> <p style="text-align: center;"><b>Year 7 and 8 are on a half year rotation between music and food, the changeover will take place after February half term.</b></p>	<p style="text-align: center;"><b>Dovedale</b></p>
<p><b>Half Term 1:</b> During this half term pupils will have their understanding of the correct health and safety and learn how to apply it. They will complete a variety of practical's that help to consolidate theory knowledge and develop practical food preparation and cooking skills.</p>	
<p><b>How you can support your child at home:</b> Encourage them to participate in food preparation and cooking at home to help boost their skill level and to consolidate learning. Watch cooking programs on TV, as this will give a wider understanding of foods eaten and how they are prepared.</p>	
<p><b>Half Term 2</b> During this half term pupils will come work looking at where their food comes from and how it is produced, this will include work looking at food provenance and food miles. This will be accompanied by a variety of practicals that will help them to learn and develop new skills alongside building independence in the kitchen.</p>	
<p><b>How you can support your child at home:</b> Encourage them to participate in food preparation and cooking at home to help boost their skill level and to consolidate learning. Encourage them to engage in food shopping for the family so they are able to see the variety of food available for purchase.</p>	
<p><b>Half Term 1</b> This half term pupils will be continuing to develop their food knowledge and this will consist of sampling foods they may not have before, being aware of how the senses affect the foods we eat and like and completing some food science experiments.</p>	
<p><b>How you can support your child at home:</b> Encourage them to participate in food preparation and cooking at home to help boost their skill level and to consolidate learning. Encourage them to engage in food shopping for the family so they are able to see the variety of food available for purchase.</p>	
<p style="text-align: center;"><b>GCSE Food Preparation and Nutrition</b></p>	<p style="text-align: center;"><b>Key Stage 4 (Year 9/10)</b></p>
<p><b>Autumn Term 1:</b> <b>Commodity: Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced)</b> Students will be required to use general practical skills and knife skills to prepare and produce a wide range of food products. This will include preparing fruit and vegetables to make dishes such as minestrone soup, cauliflower and broccoli cheese and fruit salad. Students will have to show that they can use all food equipment proficiently while using all cooking methods to prepare food and understand the composition of fruits and vegetables and oxidation and enzymic browning.</p>	

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Watch cooking programs on TV, as this will give a wider understanding of foods eaten and how they are prepared.

**Autumn Term 2**

**Commodity: Milk, cheese and yoghurt**

During this half term pupils will be looking at dairy products and will be looking at Bone health, linked in with vitamin D and calcium. Dishes that will be prepared and cooked this half term include Halloumi and vegetable kebabs, Crème caramel and Quiche.

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Encourage them to engage in food shopping for the family so they are able to see the variety of food available for purchase.

**Spring Term 1**

**Commodity: Cereals (including flours, breakfast cereals, bread and pasta)**

Pupils will look at. Look at how cereals are grown, harvested and processed and the general structure of grain. Milling of wheat into flour and the key processing stages. The differences between the breakfast cereals available and how different grains are used and to look at sugar and salt content. Practicals include making fresh pasta, risotto and making samosas.

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Encourage them to participate in food preparation and cooking at home to help boost their skill level and to consolidate learning.

Encourage them to engage in food shopping for the family so they are able to see the variety of food available for purchase.

**Spring Term 2**

**Commodity: Meat, fish, poultry, eggs**

This half term we will look at and compare geographical areas where meat, fish, poultry and eggs are reared/produced and discuss local verses imported and what impact this has. We will also research into the difference between intensive farming verses natural farming and how this links to animal welfare. Practicals include portioning a whole chicken, preparing and cooking chicken goujons and making chicken curry.

**How you can support your child at home:**

Encourage them to participate in food preparation and cooking at home to help boost their skill level and to consolidate learning. Encourage them to engage in food shopping for the family so they are able to see the variety of food available for purchase.

**Summer Term 1**

**Commodity: Butter, oils, margarine, sugar and syrup**

This half term pupils will look at Food miles (UK verses imported raw materials to make the butter, oil, margarine) Where is sugar cane and sugar beet grown to allow cheaper pricing, how is butter made and the health implications of a diet high in saturated fat and how to make sensible choices on

fat type. Practicals include apple Tarte Tatin, explore making their own mayonnaise to be used in either potato salad or a vegetable slaw and mini pavlovas.

**How you can support your child at home:**

Encourage them to participate in food preparation and cooking at home to help boost their skill level and to consolidate learning.

Watch cooking programs on TV, as this will give a wider understanding of foods eaten and how they are prepared.

**Summer Term 2**

**Commodity: Soya, tofu, beans, nuts, seeds**

This half term we will be looking at meat substitutes and the importance of protein in a diet this will be based around looking at how soya is processed into tofu and TVP (textured vegetable protein) and mycoproteins (Quorn TM) Practicals include a vegetable and bean casserole, tofu and coconut milk curry and a dish using mycoprotein.

**How you can support your child at home:**

Encourage them to participate in food preparation and cooking at home to help boost their skill level and to consolidate learning.

Watch cooking programs on TV, as this will give a wider understanding of foods eaten and how they are prepared. Encourage them to engage in food shopping for the family so they are able to see the variety of food available for purchase.

GCSE Hospitality and Catering (Single Award Catering)      Key Stage 4 (Year 11)
<p>Autumn Term 1: This term your child will be continuing with the first of two pieces of controlled assessment started in the summer term of Year 10. Task 1 (worth 20% of the overall GCSE) consists of 15 hours of work assessed in class; some theory and some practical work. All pupils have chosen the following design brief:</p> <ol style="list-style-type: none"> <li>1. <i>Afternoon teas are very popular and are an excellent way for chefs to demonstrate their skills at producing baked products. Prepare, cook and serve at least four items, one of which must be savoury, that could be served as part of an afternoon tea menu.</i></li> </ol> <p>Each pupil will complete this task by October half term.</p>
<p>How you can support your child at home:</p> <p>Speak to your child about their chosen recipes and encourage them to practice them at home. Give them constructive feedback.</p>
<p>Autumn Term 2:</p> <p>This term your child will be beginning the second piece of controlled assessment after completing the first in the summer term of Year 10. Task 2 (worth 40% of the overall GCSE) consists of 30 hours of work assessed in class; some theory and some practical work. The choices of brief for this year are:</p> <ol style="list-style-type: none"> <li>1. <i>The local hotel in your area is holding an international week. As the trainee chef you have been invited to take part and have been asked to prepare a two-course meal from a country of your choice.</i></li> <li>2. <i>Celebrity chefs have been promoting the importance of a healthy diet. As a school/college caterer you have been asked to produce and serve a two- course meal that would encourage healthy eating in the school/college restaurant.</i></li> <li>3. <i>You have been selected to represent your school/college in the ‘Young Chef of the Year’ competition. You have been asked to plan, prepare and serve a two course meal for two covers suitable for customers with a specific dietary need.</i></li> </ol> <p>Each pupil will choose one task from the choices above and this will provide the focus for work completed in class up to February half term 2015.</p>
<p>How you can support your child at home:</p> <p>Speak to your child about their chosen recipes and encourage them to practice them at home. Give them constructive feedback.</p>
<p>Spring Term 1</p> <p>Your child will continue to work on their controlled assessment task following their chosen brief.</p>
<p>How you can support your child at home:</p> <p>Speak to your child about their chosen recipes and encourage them to practice them at home. Give them constructive feedback.</p>

Spring Term 2

Your child will start to complete revision in preparation for their exam this summer (date to be confirmed)

How you can support your child at home:

Speak to your child about their revision plans and try to test their knowledge using the questions in their revision book.

Summer Term 1

Your child will start to complete revision in preparation for their exam this summer (date to be confirmed)

How you can support your child at home:

Speak to your child about their revision plans and try to test their knowledge using the questions in their revision book.

Summer Term 2

How you can support your child at home: