

High Tunstall College of Science Curriculum Intent

Subject: Food & Nutrition Year: 10 Half term: Summer 1.1



Topic: Cultural preferences, origins, ethical and moral concerns, protein

	Food and Nutrition	Progress		
Topic	Key ideas	R	A	G
Food commodities	I can describe 7 different cultures choices, beliefs and customs around what they choose to eat and not eat			
	I can confidently demonstrate how to make a curry and execute the skills necessary			
	I can adapt the curry recipe so it is suitable for a Hinduism, Islam, Judaism, Christianity, Sikhism, Buddhism and Rastafarianism diet			
	I can confidently demonstrate how to make a fajita dish with a wholemeal wrap. I can demonstrate shallow frying, searing, and slicing when making fajitas mix and kneading, rolling and dry frying when making a wrap			
	I can explain moral and ethical concerns within the food industry including animal welfare, working conditions, environment concerns and natural diets			
	I can recall information from previous learning and apply it to exam and assessment questions			

Lesson	Learning Focus	Assessment	Key Words
1	Can I describe what Hindus, Muslims, Jews, Christians, Sikhs, Buddhists and Rastafarians eat and not eat? Can I explain what halal and kosher mean? Can I explain what Ramadan, lent, fasting and I-tal is?	Questioning, green pen. ILO	Hinduism, Islam, Judaism, Christianity, Sikhism, Buddhism and Rastafarianism, kosher, halal, rules, I-tal
2	Can I make a curry using a blend of spices? Can I sear meat such as chicken confidently? Can I explain and show the simmering and reducing method of my curry sauce? Can I make a naan bread and boil rice within the time limit?	Practical product, assessment during lesson, skill based, photographic evidence	Curry, spices, protein, high risk food, holding temperature, simmer, reduce, sear, India
3	Can I adapt a curry recipe to suit Hinduism, Islam, Judaism, Christianity, Sikhism, Buddhism and Rastafarianism? I can discuss halal and kosher options where necessary. Can I explain where curry originated?	Questioning, green pen. ILO	Adapt recipes, diet, choices. Culture, origin
4	Can I make fajitas independently showing the safe handling and cooking of meat, dry frying, slicing, sautéing, and creating a wholemeal wrap?	Practical product, assessment during lesson, skill based, photographic evidence	Fajita, spice, dry fry, marinade, Mexico, kneading, conduction
5	Can I explain moral and ethical concerns within the food industry including animal welfare, working conditions, environment concerns and natural diets with specific focus on free range, vegetarian/vegan diets, Fairtrade, locally produced/sourced foods, organic food.	Questioning, green pen. ILO	Moral, ethical, free range, Fairtrade, local produce, organic.
6	Assessment - testing on previous learning	Formative assessment	Recall, revision, testing, assessment