

Topic: Seasonality and Food Groups SPR 1		Duration: 8 lessons	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Seasonality Season Carbohydrate Starchy Vitamins Minerals Food miles Sustainability Carbon footprint Hygiene Safety	<ul style="list-style-type: none"> • Apply and routinely practice the principles of food hygiene and safety when preparing and cooking ingredients and manage their implementation independently. • What does seasonality mean? • Describe the 5 different food groups and identify foods within those food groups- fruit and vegetables, starchy carbohydrates, • Relate the sustainability to food choice- food miles, carbon footprint • How does eating seasonally can have a positive effect on the environment? • Define carbon footprint, food miles and sustainability. • Understand the conditions plants needs to grow- through the planting of herbs to take home. • Using the outside facilities to understand the farm to fork process. • <i>Pupils develop and demonstrate food preparation and cooking skills when making: cauliflower cheese (knife skills, roux sauce), sweet potato or swede mash (mashing, boiling), chicken and vegetable kebabs (marinating and handling high risk foods), easter practical and bake off.</i> 	<ul style="list-style-type: none"> • Understand the importance of hygiene and safety in food practical lessons. • Demonstrate an understanding of hygiene and safety during food practical lesson to produce healthy balanced seasonal foods. • Relate food choice to the environment. • Explore the term seasonality through practical lesson. 	Previous: Year 7 AT1 Hygiene and safety Year 8 Seasonality

Topic: Special diets and alternatives SPR 2		Duration: 8 lessons	Composite:
Key vocabulary:	Core knowledge Components	Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Dietary need Ethical Medical Religious Vegan Vegetarian Lactose intolerant Gluten intolerant Allergies Symptom Hygiene Safety	<ul style="list-style-type: none"> • What is a dietary need? • Explain the difference between the medical, ethical and religious dietary needs. • Examine how a dietary need may influence a person's food choice- specifically looking into lactose intolerant, coeliac, vegan and diabetes. • Explore the symptoms of medical dietary needs- lactose, intolerant, coeliac and diabetes. • What is the difference between type 1 and 2 diabetes. • Identify ingredients in recipes that people with specific diets would not be able to consume. • Explore alternative ingredients- identify how these alternatives may alter the sensory properties of a recipe. • Complete alternative food tasting and use sensory analysis vocabulary to describe the sensory properties of food- lactose intolerant food tasting, coeliac food tasting and vegan/ vegetarian food tasting • <i>Pupils develop and demonstrate food preparation and cooking skills when making: lactose free milk shake (knife skills, use of electrical equipment), breakfast muffins (creaming, baking), carrot cake (grating, binding) and muesli bars (melting, binding).</i> 	<ul style="list-style-type: none"> • Understand the importance of hygiene and safety in food practical lessons. • Demonstrate an understanding of hygiene and safety during food practical lesson to produce food suitable for a variety of special diets. • Explore food that are suitable for a special diet through tasting, describe the sensory properties of foods. • Examine how recipes are suitable for different dietary needs. 	Previous: Year 7 AT1 Hygiene and safety Year 8 Seasonality Year SPR 1 and 2- Special diets

