



The curriculum for this stage of students' education has been designed to develop a better understanding of how our food choices are influenced by lifestyle, diet, cost, culture, religion, environmental factors and animal welfare, Making it inclusive for all. Students will also develop a variety of practical skills to enable them to adapt existing recipes, cook from scratch and develop skills for the future.

<p>HALF TERMS 1 & 4: Healthy Eating for Life</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • How to demonstrate an understanding of the principles of a balanced diet for life. • The importance of Planning for success: Develop skills to be able to make a range of mostly savoury foods suitable for a balanced diet. • Skills to include: Picking flavour combinations, chopping using the bridge and claw, measuring and combining. Safe storage of raw and cooked foods. <p>HOW THIS WILL BE ASSESSED: Through written responses to knowledge of techniques in chopping and food preparation and practical work completed including fruit salad and soup.</p>	<p>HALF TERM 2 & 5: Healthy Eating for Life</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Research the eat well guide. • Plan and make a range of products based around the knowledge gained on the Eatwell guide. • The importance of producing a logical method of making. • How to use a range of practical skills, to enable them to make a range of mostly savoury dishes. Skills to include; Chopping, rubbing in, portioning, use of hob and oven, presentation. • How to test and evaluate of products created, including the use of sensory analysis. <p>HOW THIS WILL BE ASSESSED: Through written responses to questioning through skill development of chapping, hobs and ovens and practical work completed including pasta salad and rock cakes.</p>	<p>HALF TERM 3 & 6: Healthy Eating for Life</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The importance of demonstrating knowledge and understanding of what constitutes a healthy balanced diet. • Research into the importance of a healthy breakfast. • How to choose appropriate sensory testing when completing evaluation work. Including the comparison of homemade products to shop bought. • How to developing practical skills including: Peeling, chopping and grating. Portioning and presentation. Safe handling of raw meat. • <p>HOW THIS WILL BE ASSESSED: Through written responses to questioning and research on sensory and analysis and existing products and practical work completed through cereal bars and basic cooking skills.</p>
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Embedding this knowledge can be supported at home by encouraging students to help prepare and serve family meals, encouraging them to working independently to produce items that are eaten as part of a healthy diet and using SENECA home learning to support the knowledge and understanding of topics covered in lesson.