

Lesson	LO	Do Now	Main	Plenary	Homework/Marking
1.1	To complete the pre assessment and explain the rules and routines of the gastronomy classroom.	Complete the Pre-Unit. (30 minutes)	Go through behaviour and rules. Show students cupboards, drawers, cloths and routines. Practice washing up.	Ask 3 students to map out routine.	Mark Pre-Units x20
1.2	To memorise and discuss the 4Cs of food hygiene.	Identify as many things as possible that people are doing wrong in this picture.	Explain what bacteria is and how to prevent it in the kitchen: 4C's, storing high risk foods, food spoilage.	Give 10 top tips for keeping safe and hygienic in the gastronomy room. Create a poster of the 4C's.	
2.1	To identify the categories of the Eatwell Plate and explain why we need them.	List the 5 categories of the Eatwell Plate.	Explain the proportions of the different categories we should be eating; identify the groups in meals.	Issues and improvements; Create a balanced meal plan.	
2.2	PRACTICAL: To demonstrate knife skills and presentation.	Preparing: pencil case and planner with them. Bag drop zone; aprons.	Demo: how to chop/cut different fruits. <b>Practical: Fruit and Yoghurt Bowls</b>	Complete reflection in booklet with further product development.	
3.1	To explain seasonality and select vegetables for a seasonal soup.	Identify pictures of vegetables and discuss similarities	Explain seasonality and design seasonal soups	3 reasons why we should eat seasonally	
3.2	PRACTICAL: To demonstrate the rubbing in method to make a seasonal crumble.	Preparing: pencil case, planner with them. Bag drop zone; aprons.	Demo: The rubbing in method. How it works, what it is used for. <b>Practical: Fruit Crumble (Apple)</b>	Complete reflection in booklet with further product development.	Mark work
4.1	To describe the process of making bread: gluten and fermentation.	Collect prior knowledge of bread making. Ingredients used.	Describe gluten (demo gluten forming) and the bread making process, the most important steps.	Fill in the blanks for gluten and bread making; sandwich creations.	
4.2	PRACTICAL: To demonstrate kneading in making bread rolls.	Preparing: pencil case and planner with them. Bag drop zone; aprons.	Demo: How to knead bread dough. <b>Practical: Bread Rolls</b>	Complete reflection sheet in booklet.	
5.1	To explain sensory appeal and evaluate Italian cuisine	Identify Italian dishes and ingredients used.	Explain sensory appeal and how it works. Evaluate Italian cuisine.	PA evaluation using success criteria. Create pasta dishes with varying combinations.	Mark work
5.2	PRACTICAL: To demonstrate dough making and understanding of bread making/Italian cuisine	Preparing: pencil case and planner with them. Bag drop zone; aprons.	Demo: How to make the pizza base. <b>Practical: Pizza (school provide cheese; students can bring other toppings)</b>	Complete reflection sheet in booklet.	
6.1	To complete the post assessment.	10 minutes revision time.	Complete the post unit assessment.		Mark post units.
6.2	PRACTICAL: To demonstrate good knife skills and sauce making.	Preparing: pencil case and planner with them. Bag drop zone; aprons.	Explain: sweating onion/garlic and reducing a sauce. <b>Practical: Pasta and Tomato Sauce</b>	Complete reflection sheet in booklet.	

*7.1	To identify different heat transfers and explain how they work.	Knowledge quiz on Eatwell Plate.	Explain how different heat transfers work: conduction and convection. Identify cooking methods.	Evaluate cooking methods.	
*7.2	PRACTICAL: To demonstrate conduction through American Pancakes.	Preparing: pencil case and planner with them. Bag drop zone; aprons.	Demo: How to make a pancake; when you know to flip it. <b>Practical: Pancakes</b>	Revise for post assessment.	

Food and nutrition sit at the heart of human existence and play a pivotal role in setting up young people to live healthy and happy lives. Our food curriculum is not simply about cooking, but about helping students understand how and why food is prepared in the manner it is, with regular and robust links back to healthy eating and broader cultural influence. We also pride ourselves on the level to which our curriculum builds student understanding of food science. It is not enough for students to purely follow recipes. We want them to know *why* certain processes are followed over others, and *how* these chemical reactions work to influence flavour, texture, and taste. These strands of healthy eating, food science, and food culture are built over time, influencing the practicals that we ultimately undertake. In these, motor skills are developed over time so that students become increasingly confident cooks.

We value character, competence and community in our curriculum:

**Character:** Helping students to live healthy, balanced lives, revolving around an understanding of the power that healthy nutrition can give.

**Competence:** Giving students the understanding of *how* and *why* food looks and tastes the way it does. This level of agency is married with a grasp of increasingly complex motor skills that eventually allow students to become creative cooks.

**Community:** Inviting students into a global food community where they are not alienated but inspired.