

Food Preparation and Nutrition - Medium-Term Plan- Term 3

Hospitality in Action: Cultures and Cuisines

Year Group 9	Subject: Food Preparation and Nutrition
Prior learning- linked to National curriculum	<p>Having explored staple foods and developed knife skills in earlier terms along with food preservation and storage. Students now explore the cultural diversity of foods from around the world and investigate the many different Cultures and Cuisines that are now common on the UK food scene. Throughout the course, students will gain the knowledge, understanding, and skills necessary to participate in an iterative process of designing and making in a variety of contexts, including the home, school, and culture. The course is designed to meet the requirements of the KS3 Design and Technology: Cooking and Nutrition curriculum in England in 2014. In addition to learning about different cultures and cuisines students will learn about the hospitality and catering industry and explore the various roles and career opportunities that are available in this industry whilst exploring local businesses and developing a broader understanding of the hospitality industry as a whole.</p>
Common Misconceptions	<p>Identifying Key Components of Cuisine:</p> <ul style="list-style-type: none"> ● Assuming that all "Street Food" is Fast food and unhealthy ● All Cultural food is how we see it in the UK, stereotypically making food judgements on another cultures cuisine. <p>Improving Nutritional Value of some of then UK's favourite Cultural Cuisine imports:</p> <ul style="list-style-type: none"> ● Believing that sugar is an essential ingredient in all sweet foods and cannot be substituted. ● Thinking that all fruits are created equal in terms of nutritional value. <p>Hospitality industry</p> <ul style="list-style-type: none"> ● Thinking that hospitality is just about cooking

	<ul style="list-style-type: none"> Assuming there are limited career opportunities and prospects within the industry <p>Producing a Savoury Dish that Replicates the Eatwell Guide:</p> <ul style="list-style-type: none"> Thinking that healthy foods must be boring or unappetizing. Assuming that healthy eating means eliminating entire food groups. <p>Producing a Dish that Uses Two Sections of the Eatwell Guide:</p> <ul style="list-style-type: none"> Believing that all carbs are unhealthy and should be avoided. Assuming that all healthy food must be expensive and difficult to prepare.
Rationale	Cultures and Cuisines
Vocabulary:	Keywords: Hospitality, Culture, Cuisine
Cultural Capital:	There are a number of potential external and visiting opportunities for students to learn more about food and the career opportunities these include:
Key assessments- name the assessments	Assessment 1 : Trust Food/Dt NC Test Assessment 2: Practical Cookery: Street Food
What do children know/ can do now (EDSM)	<p>Be able to state become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p><i>Emerging- Developing - Secure - Mastered</i></p>

What amendments are you going to make following evaluation of this module?	
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Term 3	Lesson objective	Differentiation	Homework
1	<p><u>LO: To learn about the different job roles within the kitchen brigade.</u></p> <p>Food Practical: None</p>	<p>Learning Intent: Learn about the hospitality and catering industry and explore the various Job roles working in a kitchen</p> <p>Retrieval: Why is there a wide range of specialised jobs working in a kitchen</p> <p>SEND: Whos in charge and what do they do</p> <p>Challenge: What chef de partie positions are there?</p> <p>Hinge Questions: What are the names of the two most common holds of knife used in food preparation?</p>	Revision on Seneca
2	<p><u>LO: Recall your understanding for this subject and complete a knowledge test. To plan for a healthy stir fry dish.</u></p> <p>Food Practical: Knife Skills</p> <p><u>To learn about the cultures and cuisines of other countries</u></p>	<p>Retrieval: List as many different cuisines as you can and give an example of a food from that country</p> <p>SEND: List the basic ingredients used to make a Chinese inspired dish.</p> <p>Challenge: Give an example of how this dish can be applied to one of the themes from the exam.</p> <p>Hinge Questions: What is the term used for advance preparation of food? Why is this important?</p>	

3	<p>LO: Produce your own stir fry dish and describe the benefits of cooking a dish in this way</p> <p>Food Practical:Stir Fry</p>	<p>Retrieval:What are Food Miles? How does eating non seasonal foods contribute to CO₂ emissions? SEND:Explain why you should carry out Mise en place on the ingredients before you start to cook. Challenge: Suggest at least three advantages or benefits of a Stir Fry Hinge Questions:Can you identify the food items and the country they come from?</p>	
4	<p>LO: How to create international street food cuisine</p> <p>Food Practical: Mexican Fish Tacos</p>	<p>Retrieval:Explain why international cuisine is now widely eaten in the UK SEND: Explain why international cuisine is now widely eaten in the UK Challenge: Explain how the influence of multi culturalism has raised the amount of food offerings in the UK Hinge Questions: what is your understanding of the term 'street food'. Can you give some examples of these dishes sold?</p>	
5	<p>LO: Determine the factors that have increased the consumption of international street food cuisine.</p> <p>Food Practical:None</p>	<p>Learning intent: research international street foods popularity Retrieval:What do these three pictures have in common? (Hint what are they examples of?) SEND:Explain the term Street food Challenge: List some advantages and disadvantages of Street Food. Hinge Questions: What country do you associate with Sushi?</p>	

6	<p>LO: To recall the history of sushi and demonstrate your skills and knowledge by producing your own 12 pieces of sushi</p> <p>Food Practical: Sushi</p>	<p>Retrieval: List some positives and negatives associated with Street Food. SEND: List some of the common forms of sushi. Challenge: Explain why Sushi is a well balanced and nutritious food source. Hinge Questions: Can you name the Asian equivalent to a Buddha Bowl? (A complete meal using rice, served all in one bowl).</p>	
7	<p>LO: To recall the different types of nutrients that we need for a healthy diet.</p> <p>Food Practical: Donburi</p>	<p>Retrieval: What nutrients are found in Rice? Why are these important in the diet? SEND: Identify the nutrients found in the Donburi you have produced. Challenge: Explain why Rice must be cooked and stored correctly. Hinge Questions:</p>	

Cultures and Cuisines
Cultures and Cuisines - investigation of world foods. P172 Wjec Select menu, costings, shoppings
2 -EXAM / Plan cook off -
3 - Ready steady Chinese Cook off (previous lesson)
Fish Tacos -
Sushi
4 - Now Duburi (ricebowl)
Mexican - Homemade tortilla and - salsa - cheese quesadillas.