










Food Technology Curriculum Map	
<p>Endeavour Federation Curriculum vision</p> 	<p>At the Endeavour Federation, we follow an adapted National Curriculum, with wellbeing central to everything we do. We offer a broad and balanced curriculum, with all pupils having the opportunity to study Maths and English up to GCSE level with a range of BTEC/GCSE options in other subjects. The study of these subjects, allows pupils to apply theoretical knowledge to the practical elements of the curriculum.</p> <p>We believe in all our pupils and have high expectations for their futures. A comprehensive package of both pastoral and learning support, delivered by highly trained staff, allows them to navigate their learning journeys and improve their life outcomes, becoming the best versions of themselves.</p>
<p>Food Technology curriculum vision</p> 	<p>Our curriculum aims to develop not only a love of cooking, but also a deep understanding of how food is produced and the vital role it plays in good health. Our curriculum aims to:</p> <ul style="list-style-type: none"> • Enable pupils to create exciting meals that are well presented. • Ensure that pupils have a clear and in depth understanding of the nutrients contained in the dishes that they create. • Ensure that pupils know not only the nutritional value of foods but also the function of those nutrients and the effect they have on health. • Give pupils a good understanding of hygiene and safety, how food processes work and food science. <p><u>Through food and nutrition, students will:</u></p> <ol style="list-style-type: none"> 1. Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment 2. Develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks 3. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health 4. Understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices 5. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food 6. Understand and explore a range of ingredients and processes from different culinary traditions (British and international) and to inspire new ideas or modify existing recipes. <p>Food and Nutrition lessons aim to develop our students' curiosity and understanding of the world around them, through the products they use and the food they eat. The 'hands-on' practical aspects of the course serves to develop our students' skills and confidence using kitchen equipment. They find how to use equipment safely and appropriately, and how to select materials or ingredients according to their specific properties and uses.</p> <p>We want students to understand how simple it is to prepare their own food and to understand the of impact good food choices, on health and lifestyle. They learn about the main food groups and their nutritional value towards a healthy lifestyle. They learn about food storage and hygiene, think about food providence e.g. how and where it is produced. They develop a wide range of practical skills in the Food Rooms, preparing, cooking and presenting savoury and sweet dishes. The dishes chosen also reflect the cultural diversity found in the UK, also dishes students will be less familiar with from different cultures and countries around the world.</p>






Careers (CEIAG)	Cultural Capital	Enrichment Opportunities	Preparing for life in modern Britain	Literacy and Communication
				

Curriculum 'At A Glance'






	Autumn		Spring		Summer	
Year 7	Preparing to cook and safe use of cooker and equipment	Personal Hygiene	British Favourites	Healthy Eating, Five a Day, Eatwell Guide	Macro – Nutrients. Protein, Fats and Carbohydrate – Sugar	Micro-Nutrients - Starch and Fibre, Vitamins and Minerals
Year 8	Finger Foods and Snacks	Health Conditions and Illnesses	Food Provenance (Spanish/ Italian)	Illness and Conditions 2/ Allergies	ASDAN Module B53	Module 5A
Year 9	Theory Module 1 Healthy Eating	Theory Module 2 Basic Food Safety	Theory Food preparation and presentation/ Entertaining	Create a Balanced and Varied Two Week Planner for a Single Person with a Budget of £5 a Day	Create and sell a new food or drink product.	Using variety of cooking skills in the kitchen

Weeks	7	7	6	6	6	7
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Knowledge/ Skills and Concepts</p> <p>Food and Nutrition Course Year 7</p>   	<p>Preparing to cook and safe use of cooker and equipment, room safety and expectations.</p> <ol style="list-style-type: none"> 1. Basic practical skills – use of knife (chopping, slicing, peeling etc.) 2. Develop weighing and measuring using scales and variety of methods. 3. Food hygiene and safety in the kitchen / food room 4. Learn about the cooker and cooking methods (boiling, roasting, stir frying etc. 5. Pane chicken – safe handling of meat, cooked in oven. Preheating ovens and reasons why. 6. Working safely and hygienically in the kitchen as a group 7. Nutrition and the science of food in the body 8. Mixtures and introduction of food science – how a mixture rises. 9. All in one and creaming method. Introduction to decorating food – piping bag. 10. Self-assessment of skills and discussion of targets for next half term. 	<p>Preparing to cook and safe use of cooker and equipment with personal hygiene taken into account.</p> <ol style="list-style-type: none"> 1. Develop understanding of temperature control. 2. Development of basic practical skills (chopping, slicing, peeling etc.) Fajitah fillings. 3. Developing weighing and measuring skills- Rubbing in method and understanding of consistency. 4. Portion size and shapoin by hand. 5. Food hygiene and safety in the kitchen improved knowledge washing hands and cleaning down 6. Learn about the cooker and cooking methods (boiling, roasting, frying etc. 7. Make a curry using saute and simmer techniques. 8. Melting method. 9. Working safely and hygienically in the kitchen – personal responsibility. 10. Why food is put in the fridge – temperature and growth of bacteria is slowed. Basic bacteria and cross contamination understanding. 11. Christmas cookery – star biscuit stack with decorations. 12. Self-assessment / Peer Assessment 	<p>British Favourites – embedding skills and developing an understanding of culture of traditional British Food.</p> <ol style="list-style-type: none"> 1. Preparing to cook and safe use of cooker – developing a recipe with various fillings, scones sweet and savoury. Consistency development – controlling textures. 2. Basic practical skills chopping, slicing, peeling etc. developing accuracy. 3. Develop weighing and measuring using scales. 4. Food hygiene and safety in the kitchen 5. Packet pastry – sausage rolls – rolling and shaping pastry, use of a wash to glaze and stick. 6. Using a hand mixer – developing a foam and making a traditional British food item – layered dessert. Piping cream. 7. Assessment lesson – developing assessment routines and skills to familiarise students with assessment and how to be as successful as possible. 8. Self assessment 	<p>Healthy Eating, five a day, Eatwell Guide. Making healthy choices and eating away from home – Festival Foods.</p> <ol style="list-style-type: none"> 1. Preparing to cook and safe use of cooker and equipment – accuracy when portioning food items 2. Improvement on basic practical skills - chopping, slicing, peeling etc - sushi) 3. Developing weighing and measuring skills – cheese cake to ensure crisp base and set middle. 4. Food hygiene and safety in the kitchen improved knowledge washing hands and cleaning down routines. 5. Simple main course item with variations of fillings – suitable for vegetarians. 6. Home made fast food item using noodles / rice. Chicken / Meat items using spices for flavour and heat. 7. Nutrition understanding vitamins in the body 8. Self assessment 	<p>Macro – Nutrients protein, fats and carbohydrate – sugar. Uses in the body, affect on health and foods associated with each nutrient.</p> <ol style="list-style-type: none"> 1. The learner has moved towards using the cooker and controlling the heat independently 2. Exercising practical skills, peeling, chopping slicing independently is demonstrated 3. Understanding recipes weighing and using their own judgement with taste and flavours 4. Independently able to take food out of the oven, safely., use a pan, Understand the importance of safety 5. An understanding of the importance of personal hygiene, washing hands and wearing aprons 6. The learner will have a basic knowledge foods groups – macro nutrients are good and use in the body. What happens if too much or too little. 7. 5 a day fibre requirement. 8. Develop use of puff pasrty and all in one cake mixture. 9. Self-assessment / Peer Assessment 	<p>Micro-nutrients - Starch and fibre, vitamins and minerals. Uses in the body, affect on health and foods associated with each nutrient.</p> <ol style="list-style-type: none"> 1. Development of Carboydrtae startch and fibre, micro nutrients and water. 2. What we need, why and what happens if we do not have enough. 3. Understanding recipes weighing and using their own judgement with taste and flavours independently 4. The learner will have a basic knowledge of what foods are good and why also why food is put in the fridge / freezer, preserving nutritional value . 5. Making healthy choices and awareness that pre-made food can be high in fat / sugar and salt. 6. Soup comparison lesson – sensory qualities and costs comparison. 7. Developing healthy choices and balancing choices. 8. Extend melting method technique – choices of flavour with awareness of health factors. 9. Make a batter – shallow fry method, heat control, how mixtures rise. 10. Self-assessment / Peer Assessment / Group assessment

Food Items recommended for selection / development	Introduction to Food and Nutrition – Skills and Safety 1	Introduction to Food and Nutrition – Skills and Safety 2	Recipes - British Favourites	Recipes - Festival Foods		
<p>1. Fruit Salad / Fruit Kebabs</p> <p>2. Stir fry vegetables – with a sauce</p> <p>3. Chicken dippers – oven baked</p> <p>4. Sponge Bun</p> <p>5. Cupcake decoration with buttercream - piped</p> <p>6. Cookies – Creaming method</p>	<p>1. Raspberry Buns – Rubbing in methods</p> <p>2. Basic Spaghetti Bolognaise</p> <p>3. Fajitahs</p> <p>4. Curry – using a jar of sauce</p> <p>5. Gingerbread Men – Melting method</p> <p>6. Star Biscuits – Xmas Tree Stack</p>	<p>1. Scones sweet</p> <p>2. Scones Savoury</p> <p>3. Sausage Roll</p> <p>4. Apple Pie</p> <p>5. Meringues</p> <p>6. Eton Mess – making dessert from meringues the week before</p> <p>7. Assessment lesson – practical to demonstrate skills so far.</p>	<p>1. Assessment lesson – as needed if not completed last half term</p> <p>2. Chicken tikka masala</p> <p>3. Sushi</p> <p>4. Cheesecake: no-bake</p> <p>5. Jerk Chicken</p> <p>6. Stuffed peppers</p> <p>7. Egg fried rice / Noodle pot</p>	<p>1. Potato wedges and dip</p> <p>2. Nachos</p> <p>3. Chilli con carne</p> <p>4. Rice -risotto / biriyani</p> <p>5. Mille Fleur</p> <p>6. Pineapple upside down cake</p>	<p>1. Healthy Sandwich wrap</p> <p>2. Stir fry – meat / quorn</p> <p>3. Soup – minestrone / carrot and coriander</p> <p>4. Healthy Cake – buns with additional ingredients to improve health</p> <p>5. Flapjack</p> <p>6. American style pancakes</p>	
Weeks	7	7	6	6	6	7
Core Knowledge/ Skills and Concepts	Cooking for a Buffet / Small Party – food that can be adapted to personal needs, likes and dislikes.	Food choice; Age, Health Conditions, Illness and Conditions 1	Food Provenance	Illnesses and Conditions 2	Introduction to ASDAN Qualification	ASDAN
Food Technology Course Year 8	Cooking safely and safe use of all equipment. Safety around others	Safety and safe practices are being demonstrated with the equipment and around others	<u>Skills</u>	<u>Skills</u>	Module 5B3	Module 5 A
	Basic practical skills (Knife skills, chopping,, dicing slicing, peeling, rolling dusting, kneading etc.)	Practical skills improving (Knife skills, chopping, understanding cuts and why they are used dicing slicing, peeling, rolling dusting, kneading etc.)	The learner will know how to select the right equipment to make the meal	Controlling temperatures and moving hot pans and trays safely	Plan a themed birthday party for a child or teenager. Think about venue, costs, food and drink and theme. Work within a budget. Pick suitable dishes and cook a range of these.	5A2 Plan a celebration dinner for your family or friends based around a religious festival.
	Develop weighing and measuring using scales.	Develop weighing and measuring using scales also judging own initiatives Better understanding Physics of cooking	Improving the practical skills by repetition and understanding their uses.	Creaming, rolling, dusting, mixing, whisking	5A3 Cook a dish for 5A3.	5A4 Plan the food for a child 5 th birthday party cook on of these dishes.
	Food hygiene and Personal hygiene in the kitchen Manual handling, Fire safety, Pests	Develop weighing and measuring using scales also judging own initiatives Better understanding Physics of cooking	Being able to start memorising ingredients for the recipes and the purpose of the ingredients. Starting to understand herbs and spices, flavours	Building a recipe and using initiative	5A7 Find out about traditional British Food. Make a collage showing traditional British food from each part of the British Isles. Cook one of these.	
	Learn about the cooking methods, what works best and why (boiling, roasting, frying etc.)	Food hygiene and Personal hygiene in the kitchen Manual Learning about pests	Understanding the timings of food to be brought together also temperatures and correction of cooking	Understanding why we put food in the fridge		
	Teamwork and sharing, confidence building	Learn about the cooking methods. When food is properly cooked what works best and why (boiling, roasting, frying etc.)	Learning respect to others, giving opinions, understanding quality and what customers want	Understanding about heat, fires and burns		
	Nutrition, Allergens	Teamwork and sharing, confidence building	Learning about vegetarian and vegan food	Cleaning pots and putting them away		
	Careers, business and the law	Nutrition, Allergens	Understanding what fruit does in the body and a balanced diet	A basic understanding of carbohydrates		
		Careers, business and the law	The learner will start developing ideas of making money from food			

Food Items recommended for selection / development	1. Cheese and tomato pizza – Pizza option lesson with gluten free base investigation a,l,c,k 2. Chocolate brownies – all in one method with a,c,d,h 3. Various breads – packet mix 4. Veggi Hot Dog – Glamorgan sausages 5. Cookies/ biscuits – cut out shapes 6) Mini Quiche – shortcrust pastry	1. Samosa 2. Fish Balls 3. Halloween biscuits 4. Icing biscuit shapes 5. Cinnamon Roll Xmas Tree 6. Yule log – Christmas decoration	Recipes - Food Provenance Spanish 1 - Spanish Tapas 2 - Churros 3 - Chicken Empanadas 4 - Rice Pudding 5 - Easy Paella 6 - Spanish Omelette OR Italian 1. Garlic Bread – dough balls 2. Pizza – calzone option 3. Pasta Item – bake 4. Home-made pasta 5. Tiramisu	Recipes - Illnesses and Conditions (Anaemia / Rickets / Food Allergies / Gluten Intolerance / Protein Deficiency / Low Sugar 1 - Spaghetti Bolognese 2 - Vanilla Cheesecake 3 - Chicken Satay 4 - Gluten Free Baking 6. Gluten Free Baking 5 - Chicken Goujons 6 - Low Sugar Baked Dessert	Introduction to ASDAN 5B Pupils select a range of dishes suitable for a child or teenage party pupils select 6 dishes to cook.	ASDAN 5A Tasks 2,3,5,7 Pupils cook dishes from their theory work elements.
Weeks	7	7	6	6	6	7
Core Knowledge/ Skills and Concepts Year 9     	Practically pupils will be completing Module 7 of the ASDAN booklet showing the following skills. (20 hours) Theory Module 1 Healthy Eating <ul style="list-style-type: none"> • Healthy eating models- Eatwell guide • 5 a day • Dietary needs • Food diary • Plan a healthy menu 1A1) Identify 5 foods in the following groups and the benefits for the body. <ul style="list-style-type: none"> • Protein • Fats • Carbohydrates 1A3) In a group discuss the term ‘a healthy diet’ including eat well plate and government guidelines. Design a healthy meal to match these. 1A6) Plan and cook a simple one-pot healthy meal within a budget and time. Evaluate its nutrition to the traffic light system, 1A10) Look at a basic recipe for a popular food product and modify how you could make it healthier.	Practically pupils will be completing Module 7 of the ASDAN booklet showing the following skills. (20 hours) Theory Module 2 Basic Food Safety <ul style="list-style-type: none"> • Food standards agency • Food hygiene ratings • Implementing food safety 2A1) Create a poster/ leaflet on the effect of poor hygiene is not maintained. 2A2) Create a poster on how foods should be stored safely. 2A4) Look into use by and best before dates on food. Create a leaflet about these. 2A7) Produce a comic strip for a display on correct procedure for washing hands. Extension 2B4 Research the role of an Environmental Health office. Find out about their main roles and write a job advert for this role.	Practically pupils will be completing Module 7 of the ASDAN booklet showing the following skills. (20 hours) Theory Food preparation and presentation/ Entertaining <ul style="list-style-type: none"> • Exploring various ways of presenting meals. • What goes into food preparation? • Timed food prep 3A1) Plan a meal with plenty of fruit and vegetables that children would enjoy eating. 3A2) Find out about different knife techniques. Create an information leaflet on different knife cuts and knife safety. 3A3) Make a table to show the advantages and disadvantage of 4 different cooking methods. Give an example for each one. 3A4) Look at some food art. Create at least 3 simple garnishes and take photos of these.	Module 4 Cooking on a budget Practical lesson/Theory Module 4 B1 Create a balanced and varied two week planner for a single person with a budget of £5 a day. Cook a present a sample of your dishes	Module 6 the Food Industry <ul style="list-style-type: none"> • Create and sell a new food or drink product. • Work out costs and sale price, source the ingredients, calculate production time and shelf life. • Make a marketing campaign. 	7B Practical cooking skills <ul style="list-style-type: none"> • Develop students’ confidence using variety of cooking skills in the kitchen. Use these skills to cook for different cultures, occasions and diets. Year 9 BTec Development for start of the Year 10 and 11 Course.

	Extension 1B 2 (1 whole credit) Keep a 1 week food diary and compare it to other. Does it meet healthy eating guidelines. Design a healthy menu for a week.					
<p>Weekly Focus</p> <p>Food Items recommended for selection / development</p> <p>a)Accurate weighing and measuring of ingredients. b)Preparing of fruit and vegetables. c)Following a recipe d)Mixing e)Knife skills f)Creaming method g)Rubbing in method h)Melting method i)Kneading and proving j)Boiling and simmering k)Frying l)Grilling m)Poaching n)Roasting o)Steaming</p>	<p>1. Spaghetti bolognaise. Skills b,c,e,j,k</p> <p>2. Millies cookies Skills a,c,f</p> <p>3. Chicken Stir fry Skills b,c,e,k</p> <p>4. Chocolate brownies. Skills a,c,d,h</p> <p>5. Eggs 3 ways scramble/ fry and poached. Skills d,j,k,m</p> <p>6. Apple crumble Skills a,b,c,d,e,g</p> <p>7. BBQ Chicken wings. Skills a,b,c,d,e, j,n or l.</p>	<p>1. Chicken wraps and salsa Skills b,c,e,k</p> <p>2. Victoria sponge cake. Skills a,d,f</p> <p>3. Loaded Wedges Skills b,c,d,e,n</p> <p>4. Flap jacks Skills a,b,c,d,e,h</p> <p>5. Pizza Skills a,c,d,i</p> <p>6. Christmas ginger bread biscuits Skills a,c,d,h</p> <p>7. Swiss Rolls Skills a,c,d</p>	<p>1. Bread sticks and dips Skills a,c,d,i</p> <p>2. Mini Sunday roast with Chicken/Quorn breast Skills b,c,e,n,o</p> <p>3.Jam tarts Skills a,c,d,g</p> <p>4. Stew with dumplings Skills a,c,e,g,j</p> <p>5. Cupcakes with decoration Skills a,c,d,f</p> <p>6. Chicken Curry Skills a,c,e,j,k</p>	<p>1. Shepherd Pie Skills a,b,c,e,k,n</p> <p>2. Chilli Skills a,c,e,k,j</p> <p>3. Kebab and cous cous. Skills A,b,c,d,l,o</p> <p>4. Meatballs and Pasta. Skills A,c,e,j,k</p> <p>5. Spanish Omelette Skills a,c,d,k</p> <p>6. 1A6: Cook 1 pot healthy meal of your choice</p>	<p>1. Tuna Pasta Bake. Skills A,b,c,n,j</p> <p>2. Lasagne Skills a,b,c,d,j,k,n</p> <p>3. Savoury Pancakes Skills a,c,k,e</p> <p>4. Caribbean Curry rice and pea Skills a,b,c,j,k</p> <p>5. Fish Pie Skills a,b,c,e,j</p> <p>6.Pupils to repeat any dished missed</p> <p>Pupils should display and evaluate their dishes in their portfolio</p>	<p>Pupils select dishes using the skills below.</p> <p>Practical skills</p>

Weeks	7	7	6	6	6	7
<p>Core knowledge, skills and concepts</p> <p>Year 9</p> <p>The ASDAN Foodwise short course will enable you to:</p> <ul style="list-style-type: none"> • Learn what is meant by healthy eating and wellbeing. • Learn and demonstrate the skills and techniques needed to cook. • Gain an understanding of the importance of sustainability and cooking on a budget. • Learn about aspects of the food industry and how it operates.     	<p>Healthy Eating</p> <p>1. Identify the importance of the following food groups and their benefits to the body; give examples of foods in each group.</p> <ul style="list-style-type: none"> • Proteins • Fats • Carbohydrates <p>Create a group display to illustrate food groups, showing how much we need of each and how they benefit our bodies.</p> <p>2. Identify the importance of nutrients and their benefits to the body giving examples of foods where each can be found.</p> <ul style="list-style-type: none"> • Vitamins A, B, C and D • Calcium • Iron • Sodium • Dietary fibre • Water <p>Create a group display to illustrate nutrients showing how much we need and how they benefit the body. Include recipes and dishes that contain these nutrients.</p> <p>3. In groups discuss the term 'healthy diet' and what this means. Consider:</p> <ul style="list-style-type: none"> • Your own ideas. • Government guidelines. • Recommended daily amounts. • Nutritional labels on food packaging. • The Eatwell Guide. <p>4. Use the internet to investigate the food traffic light system and produce a poster.</p> <p>5. In a group, evaluate some healthy options ready meal</p>	<p>Basic Food Safety</p> <p>1. Personal hygiene- what problems may occur if not maintained in the kitchen or food preparation area.</p> <ol style="list-style-type: none"> 1. Describe how various foods should be stored and why such as raw chicken, vegetables, ice cream, dairy etc. 2. Demonstrate how to clean and clear a kitchen after a meal has been prepared and cooked. Write a list of rules to follow. 3. Understanding use by and best before dates and problems associated with them. 4. Labelling- information that is needed to make the product safe to eat. <p>1. Complete a recognised Food Hygiene certificate.</p> <p>2. Compare 2 food scares and present information on:</p> <ul style="list-style-type: none"> • How they started. • How public health was affected. • Were any systems bought in to prevent future outbreaks? <p>3. Do your family's cooking for one weekend. As part of the task, show that you can follow correct safety procedures when handling food. Demonstrate:</p> <ul style="list-style-type: none"> • Personal hygiene. • Correct cleaning procedures. • Store, handle and dispose of food correctly. <p>4. Research the role of the Environmental Health Officer. Find out about their main roles and write a job advertisement and description for this role.</p>	<p>Food preparation and presentation/ Entertaining</p> <p>1. Fruits and vegetables- how can we make them more appealing and interesting for children to eat?</p> <p>Plan a meal with plenty of fruits and vegetables that children would enjoy eating.</p> <p>2. Knife techniques -What are the various knife techniques commonly used and what is each technique used for.</p> <p>Create an information leaflet on knife safety in the kitchen.</p> <p>Demonstrate that you can use a knife safely when preparing a dish of your choice.</p> <p>3. Make a table to show the advantages and disadvantages or at least 4 different cooking methods. For each method include examples of food that are often cooked this way.</p> <p>4. Look at some websites on food art.</p> <p>Create at least 3 simple garnishes that would improve the presentation of meals and make them more attractive to look at. Include photographs of your creations.</p> <p>5. Watch a chef prepare a meal. Reproduce the dish yourself.</p> <p>6. Microwave cooking:</p> <p>Prepare a poster to explain how care must be taken when:</p> <ul style="list-style-type: none"> • Cooking food in a microwave. • Defrosting food in a microwave • Reheating food in a microwave. • Using containers and wrappers in a microwave. 	<p>Cooking on a budget</p> <p>Section A:</p> <p>1. In a group discuss the benefits and drawbacks of planning your meals on a weekly basis. Record your thoughts and findings.</p> <p>2. Plan and cook a meal for 4 people for under £8. Take photographs of the ingredients and finished meal.</p> <p>State if you met your budget.</p> <p>3. Create a one-week healthy meal plan for one of the following:</p> <ul style="list-style-type: none"> • A student. • A couple. • A family of four with 2 children aged under 5. • A family with 3 teenage children <p>Find out how much this would cost and how you could cut the cost of your weekly menu.</p> <p>4. Visit a food stall. Make a note of the cost of each portion of food.</p> <p>Now work out how much it would have cost if you had bought the ingredients and cooked the food yourself. Show the difference between the costs.</p> <p>5. Food Waste.</p> <p>How much does the average family throw away in one week? Create an information leaflet to inform people about ways they could reduce the amount of food waste.</p> <p>6. Choose 2 supermarkets and create a price comparison chart of 20 essential food items that you use in your household.</p>	<p>Section B:</p> <p>Create a balanced and varied 2-week meal plan for a single person with a budget of £5 a day. The choice of meals should include the recommended daily nutritional requirements. Cook and present a sample of dishes from your menu.</p> <p>2. Research the strategies that supermarkets will use to encourage shoppers to spend more money and impulse buy. Write an investigative report for a website or magazine on what you have found out and include tips on keeping within a budget when doing a weekly shop.</p> <p>3. Organise your own cooking competition for two teams to cook a meal on a budget using specific ingredients. Show evidence of:</p> <ul style="list-style-type: none"> • Organising the teams. • Setting the budget. • Providing ingredients that teams will need to choose from within set budget. • Setting a time limit for producing the meal. • Arranging the judges to nominate the winner. 	<p>The Food Industry</p> <p>Advertisements- collect and compare. Look at what is being advertised, who is it aimed at?</p> <p>What is the main message?</p> <p>Are the images suitable for the product?</p> <p>Does it succeed in your opinion?</p> <p>Find out about and compare the food that people ate 50 years ago with the food people choose to eat today.</p> <p>Food and body image- the issues that face young people today. Discuss.</p> <p>International and cultural influences that have changed the kinds of foods we choose to buy and eat today.</p> <p>How do supermarkets lay out their food products to encourage maximum spending? Create an image to illustrate the tricks of the trade. How do supermarkets secure customer loyalty?</p> <p>Food provenance and production. Write a handy consumer guide including things to think about- GM foods, food miles, farming methods, single use plastic etc.</p> <p>Function of additives in our food. Artificial and natural sweeteners, preservatives etc.</p> <p>Regulations around advertising junk food, especially in relation to children and young people.</p>

packages. Compare them with home-made recipes. Consider:

- Appearance
- Smell
- Cost
- Taste
- Nutritional value

Complete a sensory graph to record your results.

6. Plan and cook a simple one-pot healthy meal within a given budget and time. Evaluate the nutritional value and how it matches the traffic light criteria.

7. Investigate energy drinks comparing the caffeine and sugar content to other soft drinks. Produce a poster.

8. Produce a simple crossword puzzle that tests knowledge of the main food groups and nutritional values.

9. Create a list of fruits and vegetables that could make up your 5 a day. Create a display to encourage others

5. Produce a documentary style report for radio, tv or podcast about Food Safety Hazards in Fast Food Outlets.

6. Produce a fact file about using a BBQ. Include statistics and case studies from across the world. Make recommendations for best practice in BBQ food safety.

7. Cook a variety of vegetables using as many methods as you can. Find out which method of cooking retains most nutrients.

Identify which method retained the most colour, flavour and texture. Use a table to record your findings.

Entertaining:

- Research party planning.
- Plan and cook a celebration dinner.
- Groupwork- Plan and organise a coffee morning. Show how you worked together. Could be turned into a fundraising event.

Explain which supermarket you would choose to shop at and why.

7. Visit a local restaurant or café and find out how they manage their budget.

8. Compare the cost of different takeaways- eg. Chinese, pizza, curry, with home cooked meals. What factors come into consideration when choosing to purchase a take away rather than cooking at home. Present your conclusions.

9. Find a recipe that you would like to cook and the costings of all ingredients. List ways you could reduce the overall cost without affecting the quality of the dish. Create the dish and evaluate the finished product.

10. Choose a cheaper cut of meat eg stewing steak, mince, and research three different recipes you could cook. Select one to cook.

Health issues surrounding food-addictions, bulimia, obesity. Investigate a related topic.

Complete an enterprise by creating a food product.

Carry out a survey about food citizenship.

Spend a day at an outdoor food production site. Learn what is involved in the day to day running. What are the highs and lows of job.