





Curriculum Overview for Food Preparation and Nutrition Year 7

Term 2: Food around the World (India)		
Substantive Knowledge: <ul style="list-style-type: none"> Chinese cuisine includes a range of ingredients, cooking methods, and flavour profiles (e.g. soy sauce, stir-frying, balance of sweet, sour, salty). Knife skills and cuts have specific names and sizes (e.g. julienne, dice, macédoine) for both safety and presentation. Carbohydrates provide energy and come in two forms: simple (sugars) and complex (starches like noodles or rice). Micronutrients, like vitamins (A, C) and minerals (iron, calcium), support specific body functions (e.g. growth, bone strength, immunity). Nutritional needs change throughout life stages (e.g. teenagers need more iron and calcium for growth). Food choices are influenced by a range of factors: religion, health needs, personal preferences, social context, and budget. Religious beliefs (e.g. halal, kosher, vegetarianism) directly impact food selection, preparation, and cultural food practices. 		<p>Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class.</p> <p>Syllabification of key words.</p> <p>Pupils will analyse a variety of text sources.</p>
		<p>Claw grip Bridge hold Julienne Brunoise Stir-fry Simmer Macronutrient Carbohydrate Simple sugars Complex carbohydrates Vitamin Mineral Iron Calcium Balanced diet Religious dietary laws Halal Kosher Sustainability Cultural influence</p>
		<p>Assessment at the end of the unit made up of short answer and long answer questions. Collect scores from formative assessments in the classroom – multiple choice questions, low stakes.</p> <p>Completion of an extended piece of writing throughout the unit.</p>
		<p>Homework booklet with tasks every week</p>
Disciplinary Knowledge: <ul style="list-style-type: none"> Practical Skills – Accurately and safely use knives and heat to prepare and cook ingredients using culturally authentic methods. Evaluation and Analysis – Assess the health and cultural suitability of meals based on criteria such as life stage or dietary laws. 		



<ul style="list-style-type: none"> • Decision-Making – Adapt or design meals considering religious beliefs, nutritional content, and personal or environmental factors. • Communication – Use oracy scaffolds to present, justify, and explain food choices and cooking methods. • Organisation and Planning – Prepare ingredients, follow multi-step recipes, and reflect on outcomes using self-assessment. • 		
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