



# CURRICULUM PLAN 20/21/22 Subject: Food Technology

## Group: KS3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Autumn Term 1</b>	<p>Introduction to the kitchen environment, and basic skills</p> <p>Health and safety.</p> <p><b>Baseline assessment</b></p> <p>Hand washing/UV lamp</p> <p>The 4Cs:</p> <p>Cleaning</p> <p>Cooking</p> <p>Chilling</p> <p>Cross Contamination</p> <p>Food handling</p> <p>Using the grill, Cheese on toast, Pizza toast</p>	<p>Food related causes of ill health</p> <p>Common types of food poisoning</p> <p>Causes.</p> <p>Symptoms</p> <p>Food storage</p> <p>Fridges</p> <p>Freezers</p> <p>Sell by dates</p> <p>Safe and secure packaging</p> <p>Eggs high risk foods</p> <p>Omelettes, Pancakes</p> <p>Using a frying pan/hob</p>	<p>Healthy eating</p> <p>Eatwell guide</p> <p>7 main nutrients</p> <p>Carbohydrates</p> <p>Proteins</p> <p>Fats</p> <p>Vitamins</p> <p>Minerals</p> <p>Fibre</p> <p>Water</p> <p>Macro and Micro</p> <p>Protein – Builds muscle.</p> <p>Meat, fish, eggs, pulses.</p> <p>Fat – Butter, oil, margarine, fried food</p> <p>Saturated fat- Impact on heart and health</p> <p>Unsaturated- Improves Cholesterol</p>	<p>Fruit and vegetables</p> <p>Fruit dish</p> <p>Or vegetable dish</p> <p>Vegetarian/ Vegan</p> <p>Vegetable curry</p> <p>Chopping and peeling knife skills. Batons, diced, sliced.</p> <p>Preparation of fruits</p> <p>Rubbing in Fruit crumble</p> <p>Using main oven temperature control</p>	<p>Carbohydrates</p> <p>Pasta, rice, potato dish</p> <p>Use of pasta machine, boiling, peeling</p> <p>mashing potatoes</p> <p>Practical</p> <p>Preparation of pasta based dish</p>	<p>Protein</p> <p>Chicken, meat dish</p> <p>High risk food. Salmonella</p> <p>Hand washing spreading germs with cross contamination</p> <p>Preparation of chicken based dish</p>	<p>Dairy</p> <p>Cheese dish making own sauce with milk</p> <p>Combining a range of dairy products and introduction of sauce making using a roux.</p> <p>Preparation of Lasagne making own white sauce/cheese sauce</p>	<p><b>Assessment week</b></p> <p>Practical recalling knife skills, and written task</p>



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<b>Autumn Term 2</b>	<p>Baking Cake methods All in one Sponge cake Using electrical equipment safely. Hand held whisk</p>	<p>Creaming and combining ingredients to change taste/colour Cookies/ chocolate sponge cake Sieving, weighing and measuring</p>	<p>Rubbing in method Scones Rock cakes Savoury/sweet</p>	<p>Melting Brownies Using a hot pan with water Bain-marie to melt chocolate or microwave</p>	<p>Shortbread/ Christmas biscuits/cookies Varieties using either fruit, or combination of chocolate</p>	<p><b>Assessment</b> Christmas cake All in one or creaming method</p>	<p>Whisking method Swiss roll Chocolate Yule log Presentation decorative skills</p>	
<b>Autumn Term 2</b>	<ul style="list-style-type: none"> <li>• Sugar and Salt</li> <li>• Hidden sugars and salts</li> <li>• Natural sugars</li> <li>• Artificial Sweeteners</li> <li>• Cause of tooth decay.</li> </ul>	<ul style="list-style-type: none"> <li>• Vitamins and minerals</li> <li>• Fat soluble A,D,E,K stored in the liver</li> <li>• Vitamin A – Healthy eyes, skin and hair</li> <li>• Vitamin D – Strong teeth and bones.</li> <li>• Water soluble C and B complex.</li> <li>• Minerals – Calcium, iron, magnesium, potassium, and sodium</li> </ul>	<ul style="list-style-type: none"> <li>• Food additives</li> <li>• Food allergies</li> <li>• Types of additives</li> <li>• Food colourings</li> <li>• Specific food labelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Food Choices/ Dietary needs</li> <li>• Vegetarian/ Vegan</li> <li>• Halal</li> <li>• Foods of the world and different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Food labelling – Traffic Light System</li> <li>• Lists ingredients</li> <li>• Best before and Use by dates.</li> <li>• Nutritional information</li> <li>• Allergies</li> <li>• Name and address of maker, packer or retailer.</li> <li>• Guidelines and daily amounts</li> </ul>			



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<b>Spring Term 1</b>	<p>Short crust pastry Rubbing in Egg wash, blind baking</p>	<p>Puff pastry Folding and layering fat Comparison and taste testing of mass produced ready made</p>	<p>Choux pastry Eclairs/ Profiteroles Melting and combining. Piping and steaming</p>	<p>Sweet pastry Fruit flans Use of sugars in the pastry How do sugars change the taste and texture of the pastry</p>	<p>Filo pastry Spring rolls Appearance and texture of fine pastry sheets. Using ready made mass produced sheets of pastry.</p>	<b>Assessment</b> Greggs challenge		
<b>Spring Term 1</b>	<ul style="list-style-type: none"> <li>• Flour</li> <li>• How flour is made</li> <li>• Nutritional value</li> <li>• Types of flour and it's uses in cookery</li> <li>• Gluten/ Gluten intolerance</li> <li>• Wheat allergy</li> <li>• Raising agents</li> </ul>	<ul style="list-style-type: none"> <li>• Eggs</li> <li>• Eggs in farming – Lion quality mark. Free range, caged</li> <li>• Eggs nutrition – Salmonella, food safety. Eggs contain protein, vitamins, mineral, low amounts of saturated fat</li> <li>• Eggs cooking- Uses</li> </ul>	<ul style="list-style-type: none"> <li>• Cereals</li> <li>• Staple food</li> <li>• Source of starch – energy</li> <li>• A source of Protein for growth, fibre for digestion.</li> </ul>	<p>Labelling</p> <p>Farm assured Red Tractor Free range Gluten free Nut free No dairy/Lactose Organic Bar code Recycle Halal</p>	<ul style="list-style-type: none"> <li>• Food and the Environment</li> <li>• Carbon footprints for food</li> <li>• Fairtrade</li> <li>• Food miles</li> <li>• Organic food / farming</li> </ul>			
<b>Spring Term 2</b>	<p>Bread yeast Bread rolls Purpose of yeast in bread</p>	<p>Pizza Project</p>	<p>Calzone / Stromboli What is the difference?</p>	<p>Sweet enriched yeast doughs Comparing the difference between bread</p>	<p>Devon splits Whisking/ splitting <b>Assessment</b></p>	<p>Mass produced ready made dough Taste /evaluation</p>		



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	Type of yeast available in shops			dough and sweet dough. Iced buns Donuts baked		Croissants, pizza base Cost effective. Price comparison. Food tasting comparing fresh/frozen/mass produced		
<b>Summer Term 1</b>	Family meals- Budgeting Shepherds pie Dry frying, peeling, boiling	Cheese and potato pie Boiling, peeling, mashing, piping	Chicken Kiev Preparing a batch of garlic butter.	Toad in the hole Making batter, heating hot oil.	Budgeted planned meal of choice <b>Assessment</b>			
	<ul style="list-style-type: none"> <li>• Pulses and beans</li> <li>• Nutritional value</li> <li>• Different types</li> <li>• Uses in cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Potatoes and Starchy vegetables</li> <li>• Varieties of potatoes</li> <li>• Source of starch</li> <li>• Uses in cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Meat, Chicken, Fish</li> <li>• Sources</li> <li>• Nutritional value</li> <li>• Different types</li> <li>• How chickens are farmed</li> <li>• Safe storage cooking and handling</li> <li>• Types of fish</li> </ul>	<ul style="list-style-type: none"> <li>• Soya beans and alternatives to meat</li> <li>• Quorn micro protein</li> <li>• Vegetarian, Vegan</li> </ul>	•			



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<b>Summer Term 2</b>	<p>Foods from around the world</p> <p>Indian – Curry</p> <p>Types of curries eaten in different countries and cooking methods.</p> <p>Balti belt – tastes to suit all target groups.</p>	<p>Caribbean</p> <p>Jerk Chicken rice and peas</p> <p>Introduction of seasoning.</p> <p>Scotch bonnets</p> <p>Types of chilli's.</p> <p>Safety precautions.</p> <p>Alternatives powdered, sauces.</p>	<p>Italian</p> <p>Make your own pasta</p> <p>Lasagne</p> <p>Using a pasta machine</p> <p>Preparing own sauce.</p>	<p>Chinese</p> <p>Sweet and Sour</p> <p>Stir fry</p> <p>Dry frying</p> <p><b>End of year Assessment</b></p>	<p>American</p> <p>Burgers</p> <p>McDonalds</p> <p>Challenge</p> <p>Re-cap on healthy eating and alternative cooking methods</p>	<p>Mexican</p> <p>Fajitas, Chilli con Carne, Enchillades</p> <p>Seasoning and spices</p>	<p>Dish of your choice</p> <p>End of year Challenge</p>	
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### Unit Name: Introduction to Hospitality and Catering

**Recommended Teaching Time: 18 x Half Terms**

- Students are introduced to Health and Hygiene. They are made aware of the importance of hygiene, Health and Safety in all areas of the kitchen environment. They will also develop an understanding of how food borne illness can affect humans, causes, types and symptoms of illness.
- Students are supported and encouraged to use a range of ingredients, herbs and spices in their production of food dishes.
- Individual ideas and adaptations of recipes are encouraged to enable students to expand their evaluation skills, and individual cooking experiences.
- These skills applications will include basic knife handling, preparation, and production skills. The introduction of time management and the importance of this within the context of planning, preparing and producing dishes within a specific time frame, is crucial in KS4 for the students controlled assessment.
- Students are introduced to a range of equipment including electrical pieces, cooking methods, and knife skills. Students then build on these skills which they then transfer over the Key Stages to help them to develop a sound foundation of product selection, preparation, production, presentation, relevant health and safety knowledge, and budgeting.
- Students will learn to understand and apply the principles of nutrition and health; cook a repertoire of dishes so that they are able to feed themselves and others a healthy and varied diet; become competent in a range of cooking techniques - selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of evaluation to incorporate taste, texture, smell/aroma, and appearance.
- Students have the opportunity to build up a portfolio of AQA Award Certificates. This allows students to understand the concept of preparing and cooking dishes to an assessed, and specified criteria, but also introduces the aspect of written work which when combined with the practical elements, enables students to achieve valuable opportunities for certification.



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- This basic introduction pathway enables students to understand and become familiar with the Hospitality and Catering Industry which will dovetail with the WJEC Hospitality and Catering Level1/2 Award in Key Stage 4.
- Students will develop practical cooking skills, as well as personal, social and work-related skills. Throughout the Key stage 3 curriculum, students develop the ability to reproduce products using higher skills and developing more advanced presentation skills.

### I can statements (star the “essentials”)

- ✓ \*I can constantly demonstrate good hygiene practices
- ✓ \*I can produce either photographic or written evidence for my AQA certificate.
- ✓ \*I can build on my knife and preparation skills to work safely and effectively in the kitchen.
- ✓ \*I can produce a range of appetising and appealing products.
- ✓ I can evidence my work using expanded sentences, and key words.
- ✓ I can evaluate and reflect on the success of my work using some key words, and relevant terminology.
- ✓ \*I can complete a range of mini projects to demonstrate my skills.
- ✓ I can create a portfolio of AQA Award certificates
- ✓ \*I can explain the types, causes and symptoms of food borne illnesses are.
- ✓ \*I can develop my evaluation skills for both my own work and giving constructive feedback to my peers.
- ✓ \*I can begin to make decisions about my choice of recipe and the ingredients I am using.
- ✓ \*I can weigh and measure ingredients accurately and independently.
- ✓ \*I can name the 7 main nutrients, and state how they support the body to function effectively.
- ✓ \*I can use electrical equipment safely and independently.
- ✓ \*I can understand and respond to feedback from my teacher and respond
- ✓ I can identify areas of my cooking which require further development or improvement.
- ✓ I can name the 4C's and what they stand for

### Critical Content, Key Words and Additional Notes.

#### Critical Content:

Developing a range of skills and techniques which can be demonstrated by students preparing and producing a range of products using a variety of ingredients, herbs and spices, and by the use of specialist equipment some of which may require students to handle electrical equipment.

Students will begin to build on their evaluation skills by having an understanding of star diagrams and their uses and relevant evaluation sheets.

Students will develop a solid understanding of the importance of hygiene and health and safety in the kitchen environment.

Students will develop and build their knowledge of recipe selection and choice by undertaking several mini projects throughout the academic year.

Students will build up a portfolio of evidence, which will include both photographic and written work, which together will provide the relevant evidence to gain accreditation in AQA Awards certificates.

Students will build on their understanding of the importance of written tasks, the use of photographic evidence for immediate results and for later use when evaluating previous work.

#### Terminology and Key Words:

Additives	Aeration	antibacterial	Ambient temperature	biodegradable
bacteria	Food poisoning	Salmonella	Dietary needs	Portion control



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- ✓ I can follow my recipe independently and select the correct equipment and ingredients to prepare the dish/product.
- ✓ I help and support my peers with their work, and give constructive feedback where appropriate.
- ✓ \*I do not waste ingredients, and only use the amount stated.

### 2018/19 (prior years) – Strengths and Weaknesses

**Strengths: Participating in a practical subject - Staff trust**

**Being given the opportunity to flourish and be individuals in their own ideas and thinking when selecting ingredients and recipes.**

#### Weaknesses

- **3 Months absence from school due to COVID 19**
- **Limited prior knowledge of the subject, due to lack of participation in previous school. This can be attributed to either attendance issues, or student being considered to be too high risk to attend practical subjects due to their needs or behavioural issues.**
- **Accepting that it is not failure if things go wrong. This is a developmental learning curve. Learning through making works.**
- **Limited understanding of evaluating and giving constructive feedback to peers.**

appearance	aroma	taste	texture	Cost effective
consistency	Cross contamination	Danger zone	Environmental Health officer	Eatwell guide
Fair trade	Farm assured	Food miles	Gluten	Hazard
High risk foods	nutrients	Organic	Raising agent	rub-in
sieve	taste	texture	whisk	assessment criteria
4C's	Food borne illness Type, Cause Symptom	Hidden sugars and salts	COSHH	HACCP

#### Misconceptions

- Students find the concept of written work unacceptable. Students thinking and concepts of the subject is that it is a practical subject and that cooking/practical tasks are all that is expected of them.
- Students do not accept that written tasks are necessary to their learning, as their ideology is that all they need to “learn is to cook food “.
- Students must be supported and guided to the importance of completing both written and practical tasks if they are to succeed and gain accreditation in the subject, with further progression in Key Stage 4.
- It is crucial to highlight throughout the subject the importance of learning and developing skills, including those which students may feel were unsuccessful or failures. This will demonstrate the exploration and refinement of their ideas which is essential for the assessment criteria and their attainment.
- Students constantly do not accept that things can go wrong. They see this as failure, and often do not see the importance of improving their work, or evaluating how they could make improvements, or prevent mistakes/errors being made in the future. All too often if there is not an instant result, students can give up far too easily.



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- It is important to have both written recipe sheets and photographic step by step recipe cards available to meet the needs of all learners. Relevant wall displays, literacy mats, scaffolding and examples of work must be available to support students in evaluating, reflecting, and forming constructive feedback on their work. This will enable them to become more independent learners.
- Constantly students will not wait, as they have limited patience and will jump into tasks head first without previously checking on the task, awaiting staff instructions, or considering the health and safety of themselves and others within the kitchen.
- For those students whose attendance, effort and work quality is erratic it is imperative that photographic evidence is gained at every opportunity, no written work on pieces of paper is dis-guarded, and that all possible forms of evidence are stored in the relevant students work folder.

### Assessment details

Students' progress and work is assessed mainly through teacher observations throughout every lesson. Either a written or practical task every half term. Feedback is given to students in a positive and constructive manner which empowers the students to build on their strengths address the areas for improvement, and support them to make the progress they are capable of. Verbal feedback during lessons forms a significant portion of student assessment.



Assessment Criteria	Question	Answer	Probable misconceptions (if applicable)
	<ul style="list-style-type: none"> <li>• State 3 conditions that would allow bacteria to grow.</li> </ul>	<ul style="list-style-type: none"> <li>• Temperature, Oxygen, Moisture</li> </ul>	
	<ul style="list-style-type: none"> <li>• What are the symptoms of food borne illnesses?</li> </ul>	<ul style="list-style-type: none"> <li>• Visible symptoms - Diarrhoea, high temperature, Being sick (vomiting), dizziness</li> <li>• Non-Visible symptoms – Headache, Weakness Tired, Feeling cold and shivery, Bad stomach ache, Feeling sick (Nausea) Loss of appetite, Aching muscles.</li> </ul>	You can only catch food poisoning from undercooked food .



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	<ul style="list-style-type: none"> <li>• What are the causes of foodborne illnesses?</li> </ul>	<ul style="list-style-type: none"> <li>• Bacteria, microbes, chemicals, metals, poisonous plants, allergies, intolerances.</li> </ul>	Students only consider bacteria and forget chemical and metal contributing factors.
	<ul style="list-style-type: none"> <li>• What are the types of food borne illnesses?</li> </ul>	<ul style="list-style-type: none"> <li>• Campylobacter, Salmonella, E-Coli, Clostridium perfringens, Listeria, Bacillus cerus, Staphylococcus aureus</li> </ul>	Students only remember Salmonella.
	<ul style="list-style-type: none"> <li>• State the reasons for the red tractor and farm assured logos on products.</li> </ul>	<ul style="list-style-type: none"> <li>• The Red Tractor logo is a simple way for people to recognise food and drink that has been produced to high quality standards across the whole length of the food chain</li> <li>• Farm Assured food is traceable, safe and farmed with care</li> </ul>	
	<ul style="list-style-type: none"> <li>• What does Fairtrade stand for?</li> </ul>	<ul style="list-style-type: none"> <li>• Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world.</li> </ul>	
	<ul style="list-style-type: none"> <li>• What is organic farming?</li> </ul>	<ul style="list-style-type: none"> <li>• Does not allow the use of artificial fertilisers for plant and crop production. It also restricts the use of pesticides and chemical sprays and medicines for plants and animals.</li> </ul>	Students forget that animals can be organic and that the use of certain medicines to treat them is not allowed.
	<ul style="list-style-type: none"> <li>• What is the importance of food labelling?</li> </ul>	<ul style="list-style-type: none"> <li>• Food labelling informs consumers about the content of the product. Ingredients, packaging, health warnings. Who manufactured and supplied it. Selly by dates. Storage information</li> </ul>	
	<ul style="list-style-type: none"> <li>• Why do we us the Bridge hold/ Claw grip?</li> </ul>	<ul style="list-style-type: none"> <li>• This is for safety purposes and to prevent injury.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Why do we need to eat a healthy diet?</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced diet to help prevent obesity and to allow our body to repair and grow by using the nutrients in our food.</li> </ul>	Students often assume that this means eating no junk food. They often do not consider portion control, healthy cooking methods, alternative ingredients.



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	<ul style="list-style-type: none"> <li>• What does cross-contamination mean?</li> </ul>	<ul style="list-style-type: none"> <li>• Microbes from one place are transferred onto food resulting in contamination.</li> </ul>	<p>Handling, sneezing, using the same utensils for raw uncooked food, and cooked food or salad etc. Unwashed products containing soil touching raw food.</p>
	<ul style="list-style-type: none"> <li>• What is the difference between a vegetarian and a vegan diet?</li> </ul>	<ul style="list-style-type: none"> <li>• Vegetarian diet – No meat, fish, poultry, seafood. Gelatine or meat stock. It can include Vegetables and fruits, Grains and pulses, Nuts and seeds, Eggs, dairy products, and honey.</li> <li>• Vegan diet - No meat, fish, poultry, seafood. Gelatine or meat stock, Eggs, dairy products, and honey.</li> </ul>	<p>Students can usually only remember that no meat is consumed. But the diets are both based on the principle that they do not eat any foods which have been made using processing aids from slaughter.</p>
	<ul style="list-style-type: none"> <li>• Why do we use a traffic light labelling system on packaging?</li> </ul>	<ul style="list-style-type: none"> <li>• Traffic light labelling displays different nutritional content in packaged foods – such as salt, calorie, sugar and fat content – as <b>red</b> for unhealthy, <b>amber</b> for moderate, and <b>green</b> for healthy.</li> </ul>	
	<ul style="list-style-type: none"> <li>• How should you store food in a fridge?</li> </ul>	<ul style="list-style-type: none"> <li>• Top and middle shelf. Ready-to-eat foods, such as dairy products, ready meals and packaged foods, leftovers, cooked meats and prepared salads.</li> <li>• Bottom shelf. Raw meat, poultry and fish in sealed containers to stop them touching or dripping onto other foods.</li> <li>• Salad drawer.</li> </ul>	<p>Often students assume that you just place food in the fridge to keep it cold. It does not have to be a specific temperature and you can put the food on any shelf.</p>
	<ul style="list-style-type: none"> <li>• What is the correct temperature of a fridge / freezer?</li> </ul>	<ul style="list-style-type: none"> <li>• Fridge 0 – 5deg C</li> <li>• Freezer Minus 22 – minus 18 deg C</li> </ul>	
	<ul style="list-style-type: none"> <li>• Why is knife handling/safety important in a kitchen?</li> </ul>	<ul style="list-style-type: none"> <li>• To avoid accidents and injury to yourself and others in the kitchen.</li> </ul>	



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	<ul style="list-style-type: none"> <li>• What does the core temperature mean?</li> </ul>	<ul style="list-style-type: none"> <li>• This means the temperature which food should be cooked to 70 Deg for 2 minutes when tested with a cooking probe.</li> </ul>	<p>Cooked at temperature to destroy any Pathogenic bacteria – (harmful)</p>
	<ul style="list-style-type: none"> <li>• What are the 4 C's of food safety in a kitchen?</li> </ul>	<ul style="list-style-type: none"> <li>• Chilling</li> <li>• Cleaning,</li> <li>• Cooking,</li> <li>• Cross contamination</li> </ul>	
	<ul style="list-style-type: none"> <li>• What is the relevance of the Eatwell Guide?</li> </ul>	<ul style="list-style-type: none"> <li>• To use a guide for the amount of food from each food group which you should try to eat each day, and the foods to have a limited daily intake.</li> </ul>	
	<ul style="list-style-type: none"> <li>• State two methods of cake baking.</li> </ul>	<ul style="list-style-type: none"> <li>• Whisking, all in one, creaming.</li> </ul>	
	<ul style="list-style-type: none"> <li>• State two types of pastry.</li> </ul>	<ul style="list-style-type: none"> <li>• Short crust, Choux, Filo, Puff.</li> </ul>	
	<ul style="list-style-type: none"> <li>• State two groups of people that would require a special diet, and how you would change the ingredients to meet their dietary needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Low sugar –Diabetic, weight loss</li> <li>• Lactose intolerant – No dairy</li> <li>• Gluten intolerant (Coeliac disease) – Wheat and wheat based products.</li> <li>• High Fibre</li> <li>• Fat reduced.</li> <li>• Low sodium (Salt)</li> </ul>	
<b>Probing</b>	<ul style="list-style-type: none"> <li>• <b>What are raising agents used for?</b></li> <li>• <b>Can you name two types of raising agent</b></li> </ul>		
<b>Probing</b>	<ul style="list-style-type: none"> <li>• <b>What is sensory analysis and when do we use it?</b></li> </ul>		
<b>Probing</b>	<ul style="list-style-type: none"> <li>• <b>What do the initials COSHH stand for?</b></li> </ul>		
<b>Probing</b>	<ul style="list-style-type: none"> <li>• <b>What do the initials HACCP stand for?</b></li> </ul>		
<b>Probing</b>	<ul style="list-style-type: none"> <li>• <b>What is the effect on our health and diets from hidden sugars and salts?</b></li> </ul>		
<b>Probing</b>	<ul style="list-style-type: none"> <li>• <b>Why is it important to consider food allergies when cooking and packaging food?</b></li> </ul>		
<b>Probing</b>	<ul style="list-style-type: none"> <li>• <b>How does the food and farming industry affect the environment?</b></li> </ul>		