

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<p>Students begin their journey on GCSE Food. They learn about the Eatwell Guide in more depth to create greater understanding. They discover why we eat different foods at different ages and stages of life and what factors can influence the foods we eat.</p> <ul style="list-style-type: none"> Diet – what is it?? The Eatwell Guide – Links to KS3 Hydration – water Dietary needs of different ages and stages of life Factors influencing food choices Diet through life Nutrition Food provenance Food choice National Curriculum links: Practical: Knife skills Prepare fruits and vegetables Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment Use of equipment Dry heat and fat-based methods using the hob Using the oven Make a dough Test for readiness Judge and manipulate sensory properties 	<p>Individual sections of the Eatwell Guide are looked at in detail. Students build on their knowledge of The Eatwell Guide and begin to make links between each section and how they overlap and work together to help create a balanced diet.</p> <p>Students also embark on a mini project for Christmas/celebrations making foods that they can then make for Christmas at home.</p> <p>Macronutrients: Carbohydrates Protein Fat</p> <p>The Eatwell Guide- Links to KS3 and Autumn Term 1.</p> <ul style="list-style-type: none"> National Curriculum links: Practical: The scientific principles underlying the preparation and cooking of food: Knife skills Prepare fruits and vegetables Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment Use of equipment Prepare combine and shape Water based methods using the hob Make sauces Set a mixture - removal of heat (gelation) 	<p>We continue to look at individual sections of the Eatwell Guide in detail. Practical lessons are linked to Macronutrients. We continue to strengthen the concept that food and nutrition are linked and every food we eat has a function in the body.</p> <p>Practical lessons link to the theory of macronutrients so students are cooking with carbohydrates, proteins and fat.</p> <p>Macronutrients: Carbohydrates Protein Fat</p> <p>The Eatwell Guide- Links to KS3 and Autumn Term 1.</p> <p>Exam on a Page: Students will complete an exam on a page as reparation for testing/mocks in the future. (This takes place during Yr 11 NEA2 Practical exam week)</p> <ul style="list-style-type: none"> National Curriculum links: Practical: The scientific principles underlying the preparation and cooking of food: Knife skills Prepare fruits and vegetables Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment Use of equipment 	<p>We look at micronutrients where small amounts of nutrients can have a big impact on the body. Links are made to practical activities to strengthen understanding.</p> <p>We also look at Food Miles and how this can impact the environment and our carbon footprint. We look at foods that are seasonal and the students are challenged to make a dish that contains seasonal fruit and vegetables, this will also embed the idea that seasonal foods don't come from other countries as they can be grown in the UK.</p> <ul style="list-style-type: none"> Fruit and vegetables Fruit and vegetables test Micronutrients: <p>Vitamins: Water Soluble Fat Soluble</p> <ul style="list-style-type: none"> Minerals Food Miles Seasonal Foods <ul style="list-style-type: none"> National Curriculum links: Practical: The scientific principles underlying the preparation and cooking of food: Knife skills Prepare fruits and vegetables Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment 	<p>This term students develop an awareness of Culinary Traditions and International cuisines. Students begin a version of NEA 2 in the form of a Multi-cultural research task. We look at major health issues caused by poor diet and link this to the practical lessons. Students make foods high in fibre and low in fat. Students have to begin to choose recipes from a selection and develop their own ideas for making products. Students also study hygiene and health and safety in detail.</p> <p>National Curriculum links: Practical:</p> <ul style="list-style-type: none"> The scientific principles underlying the preparation and cooking of food: Knife skills Prepare fruits and vegetables Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment Use of equipment Prepare combine and shape 	<p>Café project: Students embark on a mini version of the NEA2. Students will complete an extended writing task along with skills lists and accept and reject recipes and undertake Primary and secondary research.</p> <p>They will test and trial products related to the chosen area of research and study and evaluate the products in more detail than before.</p> <p>Students also have to choose a final product that they make and present. This final product is evaluated in keeping with Yr 11 NEA 2 standards.</p> <p>The presentation of their food is in keeping with Yr 11 standards and is preparation for the Yr 11 exam. This work is marked according to the NEA 2 marking scheme used for the final coursework in Yr 11.</p> <ul style="list-style-type: none"> National Curriculum links: Practical: The scientific principles underlying the preparation and cooking of food: Knife skills Prepare fruits and vegetables Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment

		<ul style="list-style-type: none"> Set a mixture - heating (coagulation) Use of raising agents Shaping and finishing a dough Test for readiness Judge and manipulate sensory properties 	<ul style="list-style-type: none"> Prepare combine and shape 	<ul style="list-style-type: none"> Use of equipment Prepare combine and shape 		<ul style="list-style-type: none"> Use of equipment Prepare combine and shape
Skills- What will be developed?	<p>Students begin to make links to the foods they are making with the Eatwell Guide, they discover that every ingredient has a nutritional value and a function in the body.</p> <ul style="list-style-type: none"> H&S/Hygiene/Cross contamination Practical Skills Temperature control Cutting Stir Frying Kneading Proving Forming Shaping Presentation 	<p>Students begin to link practical and theory lessons together. Products cooked challenge students as they are no longer working with such tight supervision. Students will make mistakes and they are then encouraged through conversation to find the answer as to how to fix the problem.</p> <ul style="list-style-type: none"> Students make products that link to a celebration/Christmas to identify that food and celebrations are linked closely. H&S/Hygiene/Cross contamination Pastry Icing Mixing Shaping Presentation (Christmas themed products. Students are encouraged to make products at home for their family celebration) 	<p>Students are encouraged to make family meals at home. Students build on skills such as cutting and the management of cross contamination, in order to become more adept at hygiene and health and safety and so learning how to prevent cross contamination.</p> <ul style="list-style-type: none"> H&S/Hygiene/Cross contamination Pastry Icing Mixing Shaping Presentation <p>Practical: Meat Dish Pasta</p>	<p>Fat Soluble Vitamins: Colour coded memory for learning. Practical: Students make a range of products that link to theory: food miles and seasonal products. Students will be choosing ingredients to make a product and to reduce food miles. Students will develop an awareness of seasonal fruit and vegetables and seasonal foods such as chocolate eggs at Easter. Skill: Recognising when fresh produce is grown and available in the shops reducing food miles, carbon footprint and therefore being environmentally aware.</p>	<p>Independent learning. Understanding of cultural differences in food. Practical: Students make dishes of their choice that are linked to their chosen country or ethnic background. Skill: Developing awareness that people have different ethnicities and eating preferences regardless of where they have been born. Recognising that not everyone eats traditional British cuisine.</p>	<p>Independent primary and secondary research is undertaken to mirror NEA 2 Mock Yr 11 coursework. Students have to work to a brief and cover all areas of the Yr 11 coursework but with less content eg: 3 trials instead of 8. Students learn the format for the coursework and learn how to work to a brief and adapt their cooked products to suit it. Skills: Independent making in the kitchen, following a recipe method independently. Research skills. Presentation</p>
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<p>Balanced Diet Eatwell Guide Water Ages and stages Students in Yr 9 are learning foundation information. They will have an overview of all areas of theory, and this will be built on in Yr 10.</p>	<p>Questions relate to The Eatwell Guide and Ages and Stages. Students dive deeper into the 3 Macronutrients and learning is expanded to a more complex and scientific level. Carbohydrates: Function, Sources of, Sugars, Starchy,</p>	<p>Questions relate to The Eatwell Guide and Ages and Stages. Students dive deeper into the 3 Macronutrients and learning is expanded to a more complex and scientific level. Carbohydrates: Function, Sources of, Sugars, Starchy,</p>	<p>Fat soluble vitamins A, D, E, K: Functions, sources. Vitamins and Minerals are related to Macronutrients and links are made to balanced diets and ages and stages eg: lack of iron in teenage girls.</p>	<p>Students are able to decipher the difference between cultures, how and why cultural changes occur. Questions will be based on how to compete the NEA 2 coursework.</p>	<p>Students work on an individual coursework. Questions will relate to the topic. Students will experience a mock Yr 11 coursework.</p>

	<p>Questions in this half term are based on the knowledge they are currently learning, interleaving and recall from Yr 7 and 8 takes place with The Eatwell Guide.</p> <p>Questions will include: Why do we need water? At what age do we eat solid foods? What are the stages of life? How does food intake differ depending on ages and stage of life?</p>	<p>Fibre, Energy Balance, Basal Metabolic Rate, PAL. Protein: Function, Sources of, HBV, LBV, Amino Acids, Vegan, Vegetarian. Fat: Function, Sources of, Saturated, Unsaturated, excess. Questions will include: What is the function of....? eg: fibre, protein, carbohydrates. Name 3 functions of fat. Which type of fat produces cholesterol in the body? How many types of carbohydrate are there? What does HBV and LBV stand for? What are amino acids? Name 2 adult amino acids.</p>	<p>Fibre, Energy Balance, Basal Metabolic Rate, PAL. Protein: Function, Sources of, HBV, LBV, Amino Acids, Vegan, Vegetarian. Fat: Function, Sources of, Saturated, Unsaturated, Excess.</p>	<p>Food Miles/Carbon Footprint: How the food we eat links to the environment, effects, resolutions.</p>		
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>Seating Plans Questions tailored to suit ability Textbook projected onto board, text is read through and answers to questions found. Students given individual assistance to complete theory. Some SEND students do not have to complete every question on the work sheet, depending on ability. Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Textbook projected onto board, text is read through and answers to questions found. Students given individual assistance to complete theory. Some SEND students do not have to complete every question on the work sheet, depending on ability. Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Textbook projected onto board, text is read through and answers to questions found. Students given individual assistance to complete theory. Some SEND students do not have to complete every question on the work sheet, depending on ability. Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Textbook projected onto board, text is read through and answers to questions found. Students given individual assistance to complete theory. Some SEND students do not have to complete every question on the work sheet, depending on ability. Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Textbook projected onto board, text is read through and answers to questions found. Students given individual assistance to complete theory. Some SEND students do not have to complete every question on the work sheet, depending on ability. Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>	<p>Seating Plans Questions tailored to suit ability Textbook projected onto board, text is read through and answers to questions found. Students given individual assistance to complete theory. Some SEND students do not have to complete every question on the work sheet, depending on ability. Practical: Students are teamed with more able students. Power Points to assist with instructions</p> <p>Instructions are written on the work surface in both theory and practical to break down activities.</p>
<p>Assessment- What? Why?</p>	<p>Leaflet on: The Eatwell Guide Ages and stages Water</p>	<p>Macronutrients test</p> <ul style="list-style-type: none"> At the end of each unit worksheet there is a "Now 	<p>Practical assessment: Looking at skills levels.</p>	<p>Macronutrients test with mark scheme.</p>	<p>Project based linked to NEA2.</p>	<p>Coursework marked and moderated as per NEA 2.</p>

	<ul style="list-style-type: none"> Hygiene and Health and Safety Practical Skills Product Evaluations-Self Assessment <ul style="list-style-type: none"> At the end of each unit worksheet there is a "Now test yourself" page. These are not completed straight away in all cases but may be used for recall and interleaving. 	test yourself" page. These are not completed straight away in all cases but may be used for recall and interleaving.	<ul style="list-style-type: none"> At the end of each unit worksheet there is a "Now test yourself" page. These are not completed straight away in all cases but may be used for recall and interleaving. The introduction of the Literacy cards has been invaluable with them being used in lessons for peer and self-marking. 	<p>Summative Testing: Formal testing to explore levels of learning.</p> <ul style="list-style-type: none"> At the end of each unit worksheet there is a "Now test yourself" page. These are not completed straight away in all cases but may be used for recall and interleaving. The introduction of the Literacy cards has been invaluable with them being used in lessons for peer and self-marking. 	<ul style="list-style-type: none"> At the end of each unit worksheet there is a "Now test yourself" page. These are not completed straight away in all cases but may be used for recall and interleaving. The introduction of the Literacy cards has been invaluable with them being used in lessons for peer and self-marking. 	<ul style="list-style-type: none"> At the end of each unit worksheet there is a "Now test yourself" page. These are not completed straight away in all cases but may be used for recall and interleaving. The introduction of the Literacy cards has been invaluable with them being used in lessons for peer and self-marking.
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Products are modelled and students retrieve information to produce the product. Students are questioned during the demonstration on topics explored in theory lessons: Retrieval practice and cold calling are used with a no hands up policy students are unsure who will be asked a question, so everyone has to be ready. By the end of a theory lesson students should all have answered at least one question.</p>	<p>Products are modelled and students retrieve information to produce the product. Students are questioned during the demonstration on topics explored in theory lessons: Retrieval practice and cold calling continues to be used. By the end of a theory lesson students should all have answered at least one question. Retrieval Practice: Worksheets now include retrieval questions and "Now Test Yourself" at the end of each unit.</p>	<p>Products are modelled and students retrieve information to produce the product. Students are questioned during the demonstration on topics explored in theory lessons: Retrieval practice and cold calling continue to be used. By the end of a theory lesson students should all have answered at least one question. Retrieval Practice: Worksheets now include retrieval questions and "Now Test Yourself" at the end of each unit.</p>	<p>Products are modelled and students retrieve information to produce the product. Students are questioned during the demonstration on topics explored in theory lessons: Retrieval practice and cold calling continue to be used. By the end of a theory lesson students should all have answered at least one question. Retrieval Practice: Worksheets now include retrieval questions and "Now Test Yourself" at the end of each unit.</p>	<p>Products are modelled and students retrieve information to produce the product. Students are questioned during the demonstration on topics explored in theory lessons: Retrieval practice and cold calling continue to be used. By the end of a theory lesson students should all have answered at least one question. Retrieval Practice: Worksheets now include retrieval questions and "Now Test Yourself" at the end of each unit.</p>	<p>Products are modelled and students retrieve information to produce the product. Students are questioned during the demonstration on topics explored in theory lessons: Retrieval practice and cold calling continue to be used. By the end of a theory lesson students should all have answered at least one question. Retrieval Practice: Worksheets now include retrieval questions and "Now Test Yourself" at the end of each unit.</p>
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<ul style="list-style-type: none"> Written notes produced via worksheets and evaluations. Create leaflets to determine what information is important, what information is relevant and what is not needed. This can work as a template for extended writing in the future. 	<ul style="list-style-type: none"> Written notes produced via worksheets and evaluations. Create leaflets to determine what information is important, what information is relevant and what is not needed. This can work as a template for extended writing in the future. 	<p>Written notes produced via worksheets and evaluations. Extended writing. The introduction of the Literacy cards has been invaluable with them being used in lessons for peer and self-marking.</p>	<p>Written notes produced via worksheets and evaluations. Extended writing. The introduction of the Literacy cards has been invaluable with them being used in lessons for peer and self-marking.</p>	<p>Written notes produced via worksheets and evaluations. Extended writing for the culinary traditions project. The introduction of the Literacy cards has been invaluable with them being used in lessons for peer and self-marking.</p>	<p>Written notes produced via worksheets and evaluations. Extended writing. The introduction of the Literacy cards has been invaluable with them being used in lessons for peer and self-marking.</p>

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Numeracy/computing skills	Weighing Measuring Temperature control Ratio	Weighing Measuring Temperature control Ratio	Weighing Measuring Temperature control Ratio	Weighing Measuring Temperature control Ratio	Weighing Measuring Temperature control Ratio	Weighing Measuring Temperature control Ratio
Character development	All practical lessons relate directly to the theory and are related to career opportunities eg: Food technician Baker Industry Café Ownership Restaurant ownership	All practical lessons relate directly to the theory and are related to career opportunities	All practical lessons relate directly to the theory and are related to career opportunities	All practical lessons relate directly to the theory and are related to career opportunities	All practical lessons relate directly to the theory and are related to career opportunities	All practical lessons relate directly to the theory and are related to career opportunities eg: Cake business Food technician Industry Café Ownership
Equality/Diversity opportunities	SLANT: Students follow Base 6 and SLANT. Pizza: Students make Pizza and learn the history of pizza along with how to say “Hello, how are you?” in Italian. Veggie bake: This is an Australian recipe from the 1970’s, they learn about growing up on a farm and how vegetables are grown on a farm.	SLANT: Students follow Base 6 and SLANT. Reindeer cupcakes: Melting Snowman biscuits: Sausage Rolls: Tear and share Christmas bread: Students are reminded of the tradition of Christmas and individual traditions are explored. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write	SLANT: Students follow Base 6 and SLANT. Stir Fry: Savoury Rice: This term looks at foods with an Asian flavour. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.	SLANT: Students follow Base 6 and SLANT. Sausage and mash: Chilli: Shepherds Pie: This term incorporates family favourites as well as traditional dishes from the UK. Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write	SLANT: Students follow Base 6 and SLANT. Culinary Dishes from around the world: Students complete a mock NEA2, they choose country to explore and make suitable dishes. This also incorporates Food Mils, Carbon Footprint and the environment.	SLANT: Students follow Base 6 and SLANT. Culinary Dishes from around the world: Students complete a mock NEA2, they choose country to explore and make suitable dishes. This also incorporates Food Mils, Carbon Footprint and the environment.

	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p>	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p> <p>Culinary traditions Mock NEA 2: Students explore foods from other countries. They are required to make dishes from their chosen country, and they also have to research a chef from the country they have chosen.</p>	<p>Learning styles incorporate: Visual, Kinaesthetic, Audio, Read/Write Learning/ Learning environment accessible to all students.</p> <p>Students work as teams during practical lessons to wash up, dry up and clean work areas.</p> <p>Global majority and minority is supported in terms of curriculum and students who choose to cook products that support this. It is also supported within the textbook. Support is provided to all students and all students have equal access to enable participation and opportunities. (Students who forget ingredients or who cannot afford ingredients are given them in order for them to participate fully in practical lessons) The department actively encourages the team to avoid using stereo types within the classroom in resources and examples.</p> <p>Culinary traditions Mock NEA 2: Students explore foods from other countries. They are required to make dishes from their chosen country, and they also have to research a chef from the country they have chosen.</p>
Homework/Independent learning	Buying ingredients Quizzes	Buying ingredients Quizzes	Buying ingredients Quizzes	Buying ingredients Quizzes Food Miles Map	Buying ingredients Quizzes	Buying ingredients Quizzes Café Research

<p>CIAG coverage/links</p>	<p>Students are reminded about different careers in food. Students' perception is of a chef or a coffee shop owner however all types of career opportunities are talked about including working in industry as a food technologist, photography, television and magazines just to name a few.</p>	<p>Students are reminded about different careers in food. Students' perception is of a chef or a coffee shop owner however all types of career opportunities are talked about including working in industry as a food technologist, photography, television and magazines just to name a few.</p>	<p>Students are reminded about different careers in food. Students' perception is of a chef or a coffee shop owner however all types of career opportunities are talked about including working in industry as a food technologist, photography, television and magazines just to name a few.</p>	<p>Students are reminded about different careers in food. Students' perception is of a chef or a coffee shop owner however all types of career opportunities are talked about including working in industry as a food technologist, photography, television and magazines just to name a few.</p>	<p>Students are reminded about different careers in food. Students' perception is of a chef or a coffee shop owner however all types of career opportunities are talked about including working in industry as a food technologist, photography, television and magazines just to name a few.</p>	<p>Students are reminded about different careers in food. Students' perception is of a chef or a coffee shop owner however all types of career opportunities are talked about including working in industry as a food technologist, photography, television and magazines just to name a few.</p>
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