

Programme of study for __Year 9 Food Preparation and Nutrition 2022-2023_____

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd term)
Other timing: From: September To: October	Other timing: From: November to: December	Other timing: From: January to: February	Other timing: From: February To: March	Other timing: From: April to: May	Other timing: From: June to: July
<p>Topic / Key Question: Health Safety and Hygiene. Practical basic cookery skills. Science of Cooking Food. Food science.</p> <ul style="list-style-type: none"> Investigate chemical and environmental factors that affect food Investigate how the chemical structure and functional properties affect a range of ingredients when preparing, cooking, and storing food Developing life skills for purchasing food and explain how to store food safely and hygienically to extend the shelf life and prevent food poisoning Demonstrating correct use of a range of equipment, skills and techniques when safely preparing, cooking, and storing food Learning Knife skills and how to do basic vegetable cuts. 	<p>Topic / Key Question: World Foods Where food comes from Practical assessment: cooking recipe chosen by teacher. Written assessment covering term's topics</p> <ul style="list-style-type: none"> Developing life skills for purchasing food and explain how to store food safely and hygienically to extend the shelf life and prevent food poisoning Demonstrating correct use of a range of equipment, skills and techniques when safely preparing, cooking, and storing food Identify the diversity of staple ingredients and signature dishes from around the world increasing cultural capital Investigate food provenance, how to feed a growing world population and the effects of food production to the environment 	<p>Topic / Key Question: Food Security</p> <ul style="list-style-type: none"> Developing life skills for purchasing food and explain how to store food safely and hygienically in order to extend the shelf life and prevent food poisoning Demonstrating correct use of a range of equipment, skills and techniques when safely preparing, cooking, and storing food Research how food is wasted in food production and the home, and how to ensure sustainability and food security in the UK and around the world Investigate food provenance, how to feed a growing world population and the effects of food production to the environment Introduction to careers in the food industry available in UK and the world, 	<p>Topic / Key Question: Science in the Kitchen. Practical basic cookery skills. Practical assessment: cooking recipe chosen by teacher. Written assessment covering term's topics</p> <ul style="list-style-type: none"> Investigate chemical and environmental factors that affect food Investigate how the chemical structure and functional properties affect a range of ingredients when preparing, cooking, and storing food Developing life skills for purchasing food and explain how to store food safely and hygienically to extend the shelf life and prevent food poisoning Demonstrating correct use of a range of equipment, skills and techniques when safely preparing, cooking, and storing food Introduction to careers in the food 	<p>Topic / Key Question: Food Engineering & The Future.</p> <ul style="list-style-type: none"> Developing life skills for purchasing food and explain how to store food safely and hygienically to extend the shelf life and prevent food poisoning Demonstrating correct use of a range of equipment, skills and techniques when safely preparing, cooking, and storing food Investigate food provenance, how to feed a growing world population and the effects of food production to the environment Introduction to careers in the food industry available in the UK and the world, from research, agriculture and manufacturing to healthcare, education, and the hospitality industry Socio-economic factors that affect food production and 	<p>Topic / Key Question: Careers in Nutrition and Food Hygiene Practical assessment: cooking recipe chosen by teacher. Written assessment covering term's topics</p> <ul style="list-style-type: none"> The sources and functions of the essential nutrients required for a healthy diet during each life stage; Protein, Carbohydrates - starch. sugar and fibre, Fats, Malnutrition, Fat soluble Vitamins, Water Soluble Vitamins, Minerals, Trace Metals, Nutrition and Life Stages How to maintain a healthy lifestyle using government guidelines by the analysis of the nutritional values of food; Why do we eat food? Energy in Food, Government Guideline Identifying specific dietary

<ul style="list-style-type: none"> To demonstrate and apply the principles of food safety and hygiene when cooking, and a good working routine in the food room. How to use oven and hob safely. Building independent skills, switching on ovens etc adjusting temperatures for different recipes. <p>Food Science: Investigation Enzyme browning and food spoilage</p> <p>Recipes: Exotic Fruit Salad Shortbread Cupcakes Blended Soup Vegetable Cuts</p>	<ul style="list-style-type: none"> Introduction to careers in the food industry available in the UK and the world, from research, agriculture and manufacturing to healthcare, education and the hospitality industry <p>Skills: Investigation of main nutrients required for a healthy balanced diet. Introduction to macro and micronutrients – nutrients in food, their sources, and functions.</p> <p>Continuous development of knife skills. Factors that affect dietary needs throughout different life stages.</p> <p>To demonstrate and apply the principles of food safety and hygiene when cooking, and a good working routine in the food room.</p> <p>How to use oven and hob safely.</p> <p>Investigate new food trends.</p> <p>Community Work: Baking for Children in Need School supported Charity.</p> <p>Food Science: The function of ingredients – Bread</p>	<p>from research, agriculture and manufacturing to healthcare, education and the hospitality industry</p> <ul style="list-style-type: none"> Socio-economic factors that affect food production and our choice of food that we eat Developing research skills - Using the internet, books, interviewing and other resources, sensory analysis of food samples, evaluation <p>Skills: Investigate the variety of foods needed in our diets provide different nutrients for good health and a balanced diet.</p> <p>Explain the importance of good food safety practices when getting ready to store, prepare and cook food:</p> <p>Describe and explain the importance of energy balance, physical activity and the implications of dietary excess/deficiency, e.g., malnutrition, maintenance of a healthy weight. Define and clarify the importance of good food safety and hygiene when preparing and cooking food.</p>	<p>industry available in the UK and the world, from research, agriculture and manufacturing to healthcare, education and the hospitality industry</p> <ul style="list-style-type: none"> Socio-economic factors that affect food production and our choice of food that we eat Developing research skills - Using the internet, books, interviewing and other resources, sensory analysis of food samples, evaluation <p>Skills: Building on the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically. Exhibit an awareness of qualities to decide how to season dishes and combine ingredients. Demonstrate safe and hygienic working practices following teacher's instructions and chosen recipes.</p> <p>Use nutritional information and allergy advice panels on food labels to help make informed food choices.</p>	<p>our choice of food that we eat</p> <ul style="list-style-type: none"> Developing research skills - Using the internet, books, interviewing and other resources, sensory analysis of food samples, evaluation <p>Skills: Building on the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically. Exhibit an awareness of qualities to decide how to season dishes and combine ingredients. Demonstrate safe and hygienic working practices following teacher's instructions and given recipes.</p> <p>Modify recipes and cook dishes that promote current healthy eating messages. Use nutritional information and allergy advice panels on food labels to help make informed food choices.</p> <p>How to create Sensory evaluation and Star profiles using tastes tests</p> <p>Recipes: TBC</p>	<p>requirements and taking those into consideration when planning meals increasing cultural capital</p> <ul style="list-style-type: none"> Calculating the energy and nutritional values of recipes and planning meals considering a person's specific dietary requirement Developing life skills for purchasing food and explain how to store food safely and hygienically to extend the shelf life and prevent food poisoning Demonstrating correct use of a range of equipment, skills and techniques when safely preparing, cooking, and storing food Introduction to careers in the food industry available in the UK and the world, from research, agriculture and manufacturing to healthcare, education, and the hospitality industry Socio-economic factors that affect food production and our choice of food that we eat
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	<p>Making: Savoury Bread Pudding Coagulation – shortening Savoury Bread Pudding</p> <p>Recipes: TBC Savoury Bread Pudding</p>	<p>To explain the science of gelatinisation.</p> <p>To identify the main health issues related to diet.</p> <p>Recipes: TBC</p>	<p>Modify recipes and cook dishes that promote current healthy eating messages.</p> <p>Calculate and compare the cost of the dish with a similar commercial product.</p> <p>Use a broader range of preparation techniques and methods when cooking.</p> <p>Written Retrieval assessment covering safe Health and Safety practices learnt through the year.</p> <p>Practical Assessment:</p> <p>Recipes: TBC</p>		<ul style="list-style-type: none"> Developing research skills - Using the internet, books, interviewing and other resources, sensory analysis of food samples, evaluation <p>Skills: Building on the essential knife skills of preparing and cooking both meat and vegetables safely and hygienically. Exhibit an awareness of qualities to decide how to season dishes and combine ingredients. Demonstrate safe and hygienic working practices following teacher's instructions and chosen recipes.</p> <p>Modify recipes and cook dishes that promote current healthy eating messages.</p> <p>Use a broader range of preparation techniques and methods when cooking.</p> <p>Recipes: TBC</p>
<p>Key Learning Outcomes:</p> <p>1.To know the functions and chemical properties of the main nutrients required for a healthy</p>	<p>Key Learning Outcomes:</p> <p>3 To demonstrate their knowledge of a wide variety of skills and techniques when</p>	<p>Key Learning Outcomes:</p> <p>3 To demonstrate their knowledge of a wide variety of skills and techniques when</p>	<p>Key Learning Outcomes:</p> <p>1.To know the functions and chemical properties of the main nutrients required for a healthy</p>	<p>Key Learning Outcomes:</p> <p>3 To demonstrate their knowledge of a wide variety of skills and techniques when</p>	<p>Key Learning Outcomes:</p> <p>2. To plan balanced diets for a variety of situations requiring specific nutritional needs</p>

<p>body 3. To demonstrate their knowledge of a wide variety of skills and techniques when planning, preparing, cooking, storing and evaluating food 4. To know the sources of a wide variety foods, why people chose the food they eat and the cost of food production to humans and the environment</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Recognise and explain food certification and assurance schemes.</p> <p>Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.</p>	<p>planning, preparing, cooking, storing and evaluating food 4 To know the sources of a wide variety foods, why people chose the food they eat and the cost of food production to humans and the environment</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Recognise and explain food certification and assurance schemes.</p> <p>Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.</p>	<p>planning, preparing, cooking, storing and evaluating food 4 To know the sources of a wide variety foods, why people chose the food they eat and the cost of food production to humans and the environment</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.</p> <p>Recognise and explain food certification and assurance schemes.</p> <p>Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.</p> <p>Investigate new food trends.</p>	<p>body 3 To demonstrate their knowledge of a wide variety of skills and techniques when planning, preparing, cooking, storing and evaluating food</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Students will Research plan, prepare and cook a dish or range of meals, which showcase our modern and diverse food culture.</p>	<p>planning, preparing, cooking, storing and evaluating food 4 To know the sources of a wide variety foods, why people chose the food they eat and the cost of food production to humans and the environment</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.</p>	<p>3 To demonstrate their knowledge of a wide variety of skills and techniques when planning, preparing, cooking, storing and evaluating food</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Explain the dietary needs of children and young people, and other key life stages</p> <p>Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.</p> <p>Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients.</p> <p>Plan and create a dish suitable for a specific need.</p>
<p>Assessment for Learning: End of Term 1 Assessment to cover: Health Safety and Hygiene Topic, Year 8 content.</p>	<p>End of term 2 assessment to cover: Food Security, Science in the Kitchen</p>		<p>End of year assessment to cover: Written Assessment: AO1, AO2, AO4 All topics covered for the year Practical Assessment: To assess Skills, techniques, ability to follow and read a recipe (recipe will be chosen by teacher)</p>		

<p>Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course.</p> <p>As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>	<p>Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course.</p> <p>As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>	<p>Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course.</p> <p>Students will also be doing more written work to gain clearer understanding of NEA Assessment 1</p> <p>As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>	<p>Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course.</p> <p>As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>	<p>Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course.</p> <p>Students will also be doing more written work to gain clearer understanding of NEA Assessment 2.</p> <p>As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>	<p>Rationale for sequence: Students need to learn the basics of nutrition and cooking skills; this will give them the opportunity to improve throughout the course.</p> <p>As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking <p>understand the source, seasonality, and characteristics of a broad range of ingredients.</p>
<p>Reading / literacy: Exploring Food and Nutrition for Key Stage 3 by Authors:</p>	<p>Reading / literacy: Exploring Food and Nutrition for Key Stage 3 by Authors:</p>	<p>Reading / literacy: Exploring Food and Nutrition for Key Stage 3 by Authors:</p>	<p>Reading / literacy: Exploring Food and Nutrition for Key Stage 3 by Authors:</p>	<p>Reading / literacy: Exploring Food and Nutrition for Key Stage 3 by Authors:</p>	<p>Reading / literacy: Exploring Food and Nutrition for Key Stage 3 by Authors:</p>

Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %,s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %,s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %,s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %,s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %,s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %,s,	Adding, subtracting, multiplying and dividing ingredients. Compare nutritional information on food labels. Putting weights on packaging in order of descending. Calculating Guided Daily Amounts, Converting measurements, Scaling up recipes weighing, timing, judging and adjusting timing and temperatures, ratios, %,s,
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Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

Social:

Opportunities should be afforded to students to work collaboratively in a variety of groups to complete set tasks. Social = budgets

Moral:

Students should develop respect for each other's choices of ingredients in lessons.

Cultural:

Students should develop respect on views on cultural and religious beliefs on food choices during debate and feedback sessions.

Spiritual:

Consider the impact of discrimination on the spirit and the concept of prejudice

Clubs, extra-curricular, out of school activity available:

- Cooking club
- Healthy Eating week
- Trip to a local restaurant
- Macmillan Coffee Morning
- Children in Need
- Easter Bake Off Competition
- Working with a number of chefs from the industry
- Project engagement with www.schoolfoodmatters.org and outside company: Belazu
- Fish in School Hero program

Home Learning Topics:

- Principles of Nutrition
- Diet and Good Health
- The Science of Cooking Food
- Where Food comes from
- Cooking and preparing food

Keywords:

Gelatinisation, roux, reduction, sauce, Denature, Conduction,

Food poisoning, High-risk foods, temperature danger zone, Temperature probe. Gluten, dough, bread, prove, knock back, yeast, fermentation, raising agent (biological), fungi, kneading, rubbing in, Aeration,

Dextrinisation, raising agent (chemical, biological and mechanical), baking powder, bicarbonate of soda, self-raising flour, sieving, Folding, Denaturisation.

Cross – Curriculum Links**English****Reading**

Pupils should be taught to understand increasingly challenging texts through:

- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.

Writing

Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- Summarising and organising material and supporting ideas and arguments with any necessary factual detail.
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.

Pupils should be taught to plan, draft, edit and proof-read through:

- Considering how their writing reflects the audiences and purposes for which it was intended.
- Paying attention to accurate grammar, punctuation, and spelling.

Grammar and vocabulary

Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- Using Standard English confidently in their own writing and speech.

Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
- Giving short speeches and presentations, expressing their own ideas and keeping to the point.
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics:**Number**

Pupils should be taught to:

- Understand and use place value for decimals, measures, and integers of any size
- Order decimals and fractions
- Interpret percentages and percentage changes as a fraction or a decimal
- Use standard units of mass, length, time, money, and other measures, including with decimal quantities.
- Use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion, and rates of change

Pupils should be taught to:

- Change freely between related standard units [for example time, length, area, volume/capacity, mass]

Science: Nutrition and digestion

- Content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- Comparing energy values of different foods (from labels) (kJ).

RSE and Health education: (statutory from September 2020)

Healthy eating

Secondary school pupils should continue to develop knowledge specified for primary:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

and cover the specified secondary content:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

and cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

Health and prevention

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

and cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.