Year 9 Scheme of Work (adjusted to suit FHS lessons)

Key Stage 3 **Year** 9 – Making choices

Time: 18 lessons (Rotation 1 Sept – Feb / Rotation 2 Feb – July))

Introduction
This scheme of work has been developed to enable pupils to secure and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a wider range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider consumer issues, food and its functions and new trends in food.

Aims (The big picture & how this prepares pupils for Key Stage 4)

- Pupils will extend their knowledge and understanding of food, diet and health.
- Pupils will extend food preparation and cooking techniques.
- Pupils will extend their knowledge of food provenance and consumer information.
- Pupils will extend and apply their knowledge of consumer food and drink choice.
- Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply an expanding repertoire of knowledge, understanding and skills to create and make high quality dishes for a wide range of people.
- Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.

Learning outcomes overview
Through this Scheme of Work, pupils will:

- apply the principles of *The Eatwell Guide* and relate this to diet through life;
- list and explain the dietary needs throughout life stages;
- investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;
- explain the characteristics of ingredients and how they are used in cooking;
- adapt and follow recipes to prepare and cook a range of predominately savoury dishes;
- secure and demonstrate a range of food skills and techniques;
- secure and demonstrate the principles of food hygiene and safety in a range of situations;
- investigate and discuss new food trends;
- secure and demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;
- extend and consolidate their literacy and numeracy skills by using them purposefully in a range of everyday situations;

Prior learning (How this scheme builds on prior learning)
Pupils will build on their learning in Year 7 & 8: knowledge and skills include:

- describing and applying *The Eatwell Guide* and the 8 tips for healthy eating;
- explaining energy and needs through life;
- explaining key nutrients, sources and functions;
- developing and demonstrating a knowledge of the source and seasonality of a range of ingredients;
- developing and demonstrating a range of food skills and techniques;
- developing and demonstrating the principles of food hygiene and safety;
- using a variety of ingredients and equipment to prepare and cook a range of more complex dishes;
- using and adapting recipes;
- developing and applying a knowledge of food science;

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- developing and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.

Home learning:
Supports the Programme of Study and aids in the lessons they are being taught.

Curriculum Mapping:
Religious Education, SMSC, PSHE, Physical education, Maths, Science, Geography.

Curriculum Inclusion - Scaffolding for all student groups
e.g.

- Disadvantaged / Pupil Premium
- SEND
- EAL
- Higher Prior Attainment

Work is scaffolded with writing frames to help with annotations.
Oracy in lessons to encourage EAL to develop skills to use subject specific language – EG literacy card sorts in pairs
Explicit Learning outcomes
Rock
Demonstration / modelling given
Questioning think, pair share
Formative assessment
Success criteria in place (AFL) Exemplar work shown (help visual sheets and step by steps)
Kim Glossary
Tier 2 and 3 keywords
GPOP
Ingredients are also supplied for all students so everyone is able to cook (inclusivity)

Teaching and learning overview

Lesson	Learning objectives
1	To describe and apply the principles of *The Eatwell Guide* and relate this to diet through life. To outline why dietary needs change throughout life stages. To describe the main dietary requirements in each key life stage. To investigate diet related health issues. **Development of subject specific vocabulary** Nutrients, Carbohydrate, protein, fat soluble, water soluble, Dietary needs.
2	**Mushroom Risotto**: To secure and demonstrate knife skills and using the hob (frying, boiling and simmering) to prepare and cook a vegetable risotto. To secure and demonstrate the principles of food hygiene and safety, focusing on rice, using knives, the kettle (hot water), and the hob. To investigate rice types and what happens when rice is cooked. **Development of subject specific vocabulary** Stock, sauté, simmer, al dente.
3	To list and explain the dietary needs of children and young people. To investigate the relationship between physical activity and energy balance.

	To compare and evaluate different types of pasta (dried, and fresh) and pasta sauces (chilled, jar, long life, homemade). **Development of subject specific vocabulary** Sensory analysis, Dietary reference value, energy
4	**Pasta Fiorentina**: To secure and demonstrate knife skills, grating, using the hob (frying, boiling and simmering), draining and using the grill to prepare and cook a pasta fiorentina. To secure and demonstrate the principles of food hygiene and safety, focusing on using knives, the hob, draining and the grill. To calculate the cost of the dish and compare with a readymade version. **Development of subject specific vocabulary** Draining, grilling.
5	To identify different special dietary needs (including food allergens, food intolerance, and religious/cultural needs). To investigate the information that is provided on food packaging. To modify a dish for a person with a specific dietary need. **Development of subject specific vocabulary** Food intolerance, food allergy, anaphylaxis, food aversion, lactose intolerance, coeliac disease.
6	**Cottage Pie:** To secure and demonstrate knife skills, use of the hob (frying, boiling, simmering), draining, mashing, layering, and using the grill to prepare and cook a cottage pie. To secure and demonstrate the principles of food hygiene and safety focusing on knife skills, handling and cooking raw meat (if using), the kettle (hot water), the hob, draining and the grill. **Development of subject specific vocabulary** Cross contamination, Fry
7	**Samosa Demonstration and Certification:** To investigate the information and guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare. To identify and explain food certification and assurance schemes. **Development of subject specific vocabulary** Par boil, quality assurance, food certification, red tractor, British lion mark, RSPCA Assured, Organic certification.
8	**Samosa**: To secure and demonstrate knife skills, using the hob (frying, boiling and simmering), draining, portioning, forming and shaping, and using the oven (baking) when preparing and cooking samosas. To develop and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw meat (if using), the hob, and the oven. **Development of subject specific vocabulary** Par boil, Simmering, baking
9	**Investigating different ingredients**: To explain the characteristics of a range of ingredients and how they are used in cooking. To carry out practical tests to demonstrate the characteristics of ingredients. To research and explain different cooking methods.

	Development of subject specific vocabulary Coagulation, shortening, Gluten, emulsion
10	**Chicken Pie**: To secure and demonstrate weighing and measuring, knife skills, grating, rubbing-in, forming and shaping, rolling out, and using the oven (baking) to prepare and cook a savoury tart. To secure and demonstrate the principles of food hygiene and safety, focusing on using knives, the grater, rolling-out (clean surfaces), and the oven. To explain the science of gelatinisation **Development of subject specific vocabulary** All in one sauce making, gelatinisation, finishing techniques
11	Charity bake: To secure and demonstrate weighing and measuring, knife skills, creaming, folding, preparing baking tins, and using the oven (baking) to prepare and cook variety of sweet items for a charity bake sale. To secure and demonstrate the principles of food hygiene and safety, focusing on handling eggs, using knives, small pieces of electrical equipment, and the oven. Demonstrate a range of finishing techniques to baked goods using a range of skills such as teamwork, use of electrical items **Development of subject specific vocabulary**
12	**Lasagne**: To secure and demonstrate knife skills, using the hob (frying, boiling, simmering), assembling and layering, and using the oven to prepare and cook a lasagne. To secure and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw meat (if using), the hob, and the oven. To explain the science of gelatinisation. **Development of subject specific vocabulary** Plant-based protein, ragu, bechamel
13	**Planning a festival:** To investigate the factors to be considered when planning and preparing food to be sold and eaten at a festival. To investigate the food hygiene and safety requirements for selling food at a festival. To create and plan a menu suitable for serving at a festival. To calculate the cost of the dish and/or menu items they will be making. **Development of subject specific vocabulary** Festival, finger food
14	**Planning a festival (creating a timeplan):** To secure and demonstrate food preparation skills, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven, to make a dish suitable to be served at a festival. To secure and demonstrate the principles of food hygiene and safety focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat/poultry/fish (if using), and the hob, oven or grill. To produce key information to help festival-goers make choices, e.g. nutritional profile, allergen information, consumer information. **Development of subject specific vocabulary** Timeplan, special points, method
15	**Festival Practical**: To investigate food choice, meal options and recipe-kits available in supermarkets or for home delivery. To write a plan for a recipe-kit to meet a specified need.

	Development of subject specific vocabulary
16	**Thai Green curry**: To secure, consolidate and demonstrate knife skills, using the hob (frying, boiling, simmering) to prepare and cook a Thai green curry with rice. To secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw poultry (if using), cooling and storing rice, and the hob. To create a practical plan for the preparation and cooking of a recipe-kit dish to be made next lesson. **Development of subject specific vocabulary** Cross contamination, probe,
17	**Chickpea curry with Naan**: To secure, consolidate and demonstrate food preparation skills when making a recipe-kit dish of their choice, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven. To secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), and the hob, oven or grill. **Development of subject specific vocabulary** Knead, knock back
18	**Evaluate their progress / discussing options:** To appraise and evaluate their learning journey. To evaluate their practical cooking experiences. To review the opportunities for future courses and career options and consider how their study of food can help them live healthier lives. **Development of subject specific vocabulary** Evaluation, learning journey

N.B. The recipes that are suggested in the lesson plans may be substituted. However, alternative recipes should provide the same opportunity to meet the practical learning objectives as stated above.

Resources

- *Food – a fact of life*
- British Nutrition Foundation
- Food Standards Agency
- NHS Live Well
- www.gov.uk food labelling and packaging
- www.gov.uk food certification and food assurance

Further information and resources about good food hygiene and safety practices can be found here: www.foodafactoflife.org.uk

Differentiated learning outcomes summary

All pupils will:	Most pupils should:	Some pupils will have progressed further and could:
Carry out 10 hours practical cooking, making a range of basic dishes. List, secure and demonstrate the principles of food hygiene	Carry out with skill and accuracy 10 hours practical cooking, making a range of dishes. Explain, secure and demonstrate the principles of	Independently, with skill and accuracy, carry out 10 hours practical cooking, making a more complex range of dishes.

and safety when preparing and cooking ingredients. Explain the dietary needs of children and young people, and other key life stages Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare. Recognise and explain food certification and assurance schemes. Explain the characteristics of some ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients. Plan and create a dish suitable for a specific need. Investigate new food trends. With some assistance write a plan for a recipe-kit to meet a specified need. Create a practical plan for the preparation and cooking of a recipe-kit dish with guidance. Create a recipe-kit dish with support. Evaluate the planning and making of their recipe-kit dish.	food safety and hygiene when preparing and cooking ingredients. Explain the dietary needs of children and young people, and other key life stages and apply this knowledge when planning and preparing dishes. Explain information available to the consumer regarding food labelling, availability, traceability, and animal welfare. Recognise and explain the role of food certification and assurance schemes. Explain the characteristics of a range of ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients and evaluate the outcomes. Plan and create a dish suitable for a specific need. Investigate and discuss new food trends. Write a plan for a recipe-kit to meet a specified need. Create a practical plan for the preparation and cooking of a recipe-kit dish. Create a recipe-kit dish. Evaluate the planning and making of their recipe-kit dish and recommend any modifications.	Describe, secure and independently demonstrate the principles of food safety and hygiene when preparing and cooking ingredients. Independently apply their knowledge of the dietary needs of children and other key life stages when planning and preparing dishes. Explain how diet related disorders and their causes can be addressed through planning and preparation of dishes. Appraise information available to the consumer regarding food labelling, availability, traceability, and animal welfare. Recognise and explain food certification and assurance schemes and their benefit to the consumer. Independently explain the characteristics of a wide range of ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients and evaluate and explain the outcomes. Plan and create a dish suitable for a specific need. Summarise new food trends and discuss the advantages and disadvantages. Independently write a plan for a recipe-kit to meet a specified need. Create a detailed practical plan for the preparation and cooking of a recipe-kit dish. Independently, and with accuracy, create a recipe-kit dish. Evaluate the planning and making of their recipe-kit dish, recommending any modifications giving reasons.

Note: Apply the assessment strategies in your school.

National Curriculum (focus areas for Year 9 D&T shown in bold)

Design & Technology	**Cooking and nutrition**

▪ Through a variety of creative and practical activities, pupils should be taught the knowledge understanding and skills needed to engage in an iterative process of designing and making. ▪ When designing and making, pupils should be taught to: ▪ Design ▪ Use research and exploration, such as the study of different cultures, to identify and understand user needs ▪ Identify and solve their own design problems and understand how to reformulate problems given to them ▪ **Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations** ▪ Use a variety of approaches, to generate creative ideas and avoid stereotypical responses ▪ Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and **mathematical modelling**, oral and digital presentations and computer-based tools ▪ Make ▪ **Select from and use specialist tools, techniques, processes, equipment** and machinery precisely, including computer-aided manufacture ▪ Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties ▪ Evaluate ▪ Analyse the work of past and present professionals and others to develop and broaden their understanding ▪ **Investigate new and emerging technologies** ▪ **Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups** ▪ Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists	As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. ▪ Pupils should be taught to: ▪ Understand and apply the principles of nutrition and health ▪ Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet ▪ Become competent in a range of cooking ▪ Understand the source, seasonality and characteristics of a broad range of ingredients.

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 positive and negative integers, 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]

Statistics

- Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

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.

(Note: there are additional statements for Physical health and fitness in the statutory guidance.)

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.

(Note: there are additional statements for Health and prevention in the statutory guidance.)