**Year 9 Food Preparation and Nutrition 2022 - 2023**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | Food safety, hygiene and basic nutrition | Food provenance, cooking methods and heat transfer | Micro –organisms,Dairy,Energy  |  Food Choice,Dietary Requirements,Production and Processing  | Technological Developments,Packaging, Labelling and Marketing, British and International Cuisines | Raising Agents,Lead NEA1 in groups  |
| Topics | Food safety, hygiene and basic nutrition | Food provenance, cooking methods and heat transfer | Micro –organisms,Dairy,Energy  |  Food Choice,Dietary Requirements,Production and Processing  | Technological Developments,Packaging, Labelling and Marketing, British and International Cuisines | Raising Agents,Lead NEA1 in groups  |
| Skills | * Weights and measures
* Knife skills
* Use of different cooking methods
* Cooking high risk food safely
 | * Increasing in speed, efficiency, kitchen hygiene and safety
 | * Consolidation of skills
* Increasing further in speed, efficiency and kitchen hygiene
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| Assessment | End of module past exam questions to check knowledge and understandingAssessed practicalPractice exam paper to revisit other modules | End of module past exam questions to check knowledge and understandingAssessed practicalPractice exam paper to revisit other modules | End of module past exam questions to check knowledge and understandingAssessed practicalPractice exam paper to revisit other modules | End of module past exam questions to check knowledge and understandingAssessed practicalPractice exam paper to revisit other modules | End of module past exam questions to check knowledge and understandingPractice exam paper to revisit other modules | PPE exam to check knowledge and understanding of all topics studiedNEA2 practice  |
| Linked learning | Year 9 builds on the knowledge and understanding developed in KS3. Students will advance their practical skills, build knowledge of dietary requirements, commodity groups, food manufacturing and take part in more advance scientific experimentation work. Lessons consist of a structured approach, usually with one practical and one theory lesson per week, using the practical lesson to further secure understanding of topics covered.Subject links with Art (designing skills), Business (income, economy, industry) Biology and Chemistry (heat transfer, GM foods, chemical structures, chemical reactions, investigations) English (sensory descriptors, literacy links, extended writing) French (culinary terms), Geography (food provenance and climate), ICT (word processing, research, graphs and data processing), Maths (weights and measures, quantities, costings, graphs, analysis of data), PE (nutrition), RE (religious cultures and cuisines) |
| \*SMSC Links | 253. Provision for the spiritual development of pupils is taught through learning about cultural foods and religious diets, designing and adapting products, along with evaluating products made.254. Provision for the moral development of pupils is taught through learning about where food comes from, how it is made including Production and processing, Genetically Modified Foods and Animal Welfare255. Provision for the social development of pupils is taught through students supporting each other during practical lessons, working in pairs and groups for investigative and presentation style tasks. Students who are unable to provide ingredients for practical lessons are provided for, free of charge through school funds. 256. Provision for the cultural development of pupils is taught through learning about British and cultural foods, religious diets, seasonal foods and food choice. |
| Literacy | * Key words / use of terminology
* Use of sensory descriptors
* Reflective tasks eg. Evaluations
* Extended writing tasks eg. Research / reports.
 | Numeracy | * Weights
* Measures
* Timings
* Costing
* Scaling up
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| Enrichment | Strong links with the Duke of Edinburgh award – use of facilities and assessmentsVisiting speakers and external trips are currently in planning stage |
| Impact on personal development | Food opens up a wide range of opportunities to trial and test a range of ingredients and methods. Students are encouraged to work as part of a team to complete tasks and practical activities. Students are encouraged to minimise food waste and be mindful of their use of resources and ingredients, and have a positive impact on society from a moral and ethical perspective. A successful learner will demonstrate: Confidence in the kitchen and with using a range of cooking methods and pieces of equipment. A practical and theoretical understanding of key concepts such as factors that affect food choice, eating healthily, food manufacture and the science behind the ‘how ‘ and the ‘why’ things happen. Students will have a good awareness of the social, moral, medical and environmental aspects associated with food. |

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| Ways to support student learning in this subject |
| * Weekly provision of ingredients and containers for practical sessions – lists available on ePraise. Tasting what they’ve made each week and providing feedback in terms of positives and ways to improve
* Support students to cook and wash up regularly at home on their own or with family/friends.
* Monitoring weekly written tasks – set on ePraise
* Read books, magazines and articles about creating food
* Use of media to increase exposure to food related aspects eg. Great British Bake off, Inside the Factory, Eat Well for Less, MasterChef, Quest food industry videos, you tube etc.
* Encourage students to try new foods and encouraging healthy eating at home R
* Discuss career opportunities relating to food. In 2017 29.7% of workers in the UK were employed in the public administration, education and health, 18.7% were employed in distribution, hotels and restaurants and 9.3% in manufacturing and 1.1% in agriculture and fishing. <https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment-by-sector/latest>
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