

	Substantive Knowledge	Disciplinary Knowledge	Assessment
<p>Half-term 1</p> <p><u>Key words:</u></p> <p>Eatwell Guide</p> <p>Fruit</p> <p>Vegetables</p> <p>Vitamins</p> <p>Minerals</p> <p>Hygiene</p> <p>Bridge Hold</p> <p>Claw grip</p> <p>Sensory analysis</p> <p>Nutrient</p>	<p>An introduction to the Eatwell Guide:</p> <p>The importance of fruits and vegetables</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p>Theory content:</p> <ul style="list-style-type: none"> • Health & Safety • Equipment 	<p>Practical Outcomes: Fruit salad, crudites and dip, Coleslaw/ Russian salad</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p>Theory content:</p> <ul style="list-style-type: none"> ✓ How to work safely when cooking – use of knives, hobs and ovens ✓ Washing up properly after practical lessons – hygiene ✓ Through cooking, students will learn the importance of nutrition and food hygiene by putting their learning into practice ✓ students will learn how to use a variety of equipment and carry out different cooking methods 	<p><u>Practical Outcome:</u></p> <p>Fruit salad (/15)</p> <p>Crudites and dip (/15)</p> <p>Coleslaw (/15)</p> <p>Assessment 1: Fruits and vegetables (/20)</p>

	<ul style="list-style-type: none"> • Food Hygiene • Nutrition and Eating our 5-a-day • How to use your senses to analyse the taste, texture, aroma and appearance of food • Understanding the term 'sensory analysis' and knowing what it entails • Which nutrients and vitamins are provided by different fruits and vegetables and how they can benefit our health 	<ul style="list-style-type: none"> ✓ Acquire knowledge of the Eatwell Guide and how to eat healthily based on the food group proportions – this term will focus on fruits and vegetables more closely. ✓ Researching and questioning the nutrient qualities of fruits and vegetables in relation to the Eatwell Guide ✓ Using a variety of fruits and vegetables in the dishes they produce 	
<p>Half-term 2</p> <p><u>Key words:</u></p> <p>Cereal</p> <p>Simple/ complex carbohydrate</p> <p>Energy</p> <p>Calories</p> <p>Metabolism</p> <p>Fibre</p> <p>Hob</p> <p>Combine</p> <p>Food presentation</p>	<p>The Eatwell Guide:</p> <p>The importance of cereals and carbohydrates</p> <p>Practical Assessed Lessons:</p> <p>During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture 	<p>Practical Outcomes: Granola bars, savoury rice/ couscous salad, layered pasta salad</p> <p>Practical Assessed Lessons:</p> <p>During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water 	<p><u>Practical Outcome:</u></p> <p>Granola Bars/Flapjacks (/15)</p> <p>Savoury rice/ couscous salad (/15)</p> <p>Layered pasta salad (/15)</p> <p>Assessment 2: Cereals and carbohydrates (/20)</p>

<p>Regular balanced diet</p> <p>Weigh</p> <p>Measure</p>	<p><u>Theory content:</u></p> <ul style="list-style-type: none"> • The difference between simple and complex carbohydrates • How we use energy and calories from carbohydrate sources • Functions of carbohydrates • The importance of a healthy breakfast for metabolism • The function of fibre in the body • How to make a balanced dish based on the Eatwell Guide principles and previous knowledge of fruits and vegetables 	<ul style="list-style-type: none"> ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p><u>Theory content:</u></p> <ul style="list-style-type: none"> ✓ Research and analysis of different types of carbohydrate sources ✓ Understanding how the body uses simple and complex carbohydrates differently ✓ Designing different breakfast options that use a varied range of carbohydrate types ✓ Explaining how a balanced breakfast can kick start metabolism ✓ Adapting recipes to make them healthier based on the fruits and vegetables principles from the Eatwell guide 	
<p>Half-term 3</p> <p><u>Key words:</u></p> <p>Dairy</p> <p>Fat</p> <p>Saturated/unsaturated</p> <p>Calcium</p> <p>Vitamin D</p> <p>Sugar</p> <p>Grill</p> <p>Bake</p>	<p>The Eatwell Guide:</p> <p>Dairy, fats and sugars</p> <p>Practical Assessed Lessons:</p> <p>During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness 	<p>Practical Outcomes: Croque monsieur, mascarpone trifle, cup cakes</p> <p>Practical Assessed Lessons:</p> <p>During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination 	<p><u>Practical Outcome:</u></p> <p>Croque monsieur (/15)</p> <p>Mascarpone trifle (/15)</p> <p>Cup cakes (/15)</p> <p>Assessment 3: Dairy, fats and sugars (/20)</p>

<p>Weigh Measure Lactose intolerance</p>	<ul style="list-style-type: none"> Judging and testing by taste, smell and texture <p>Theory content:</p> <ul style="list-style-type: none"> The importance of dairy within a balanced diet based on the principle of the Eatwell guide Alternatives to dairy Medical needs within a diet How calcium adds to a healthy diet The function of vitamin D The importance of fat within a balanced diet Saturated and unsaturated fats Enjoying sugar healthily 	<ul style="list-style-type: none"> Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water Demonstrate consideration of good time management by completing the task in the time allocated Demonstrate good presentation skills of a finished dish <p>Theory content:</p> <ul style="list-style-type: none"> Research different sources of dairy products and how they can be healthier to consume Research different sources of alternative dairy products and understand how this can be a medical requirement for some people Explain what lactose intolerant means Understand how calcium and vitamin D work together to form strong teeth and bones Compare saturated and unsaturated fats and demonstrate and understanding of how these can have a positive/ negative effect on the body Explain how we can consume sugar healthily without impacting negatively on a diet that follows the Eatwell Guide principles 	
<p>Half-term 4 Key words: Eatwell Guide Fruit Vegetables Vitamins</p>	<p>An introduction to the Eatwell Guide:</p> <p>The importance of fruits and vegetables</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> Knife skills Preparation of ingredients including weighing and measuring Select and use the correct equipment safely under supervision 	<p>Practical Outcomes: Fruit salad, crudites and dip, Coleslaw/ Russian salad</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan 	<p><u>Practical Outcome:</u> Fruit salad (/15) Crudites and dip (/15) Coleslaw (/15)</p>

<p>Minerals</p> <p>Hygiene</p> <p>Bridge Hold</p> <p>Claw grip</p> <p>Sensory analysis</p> <p>Nutrient</p>	<ul style="list-style-type: none"> • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p><u>Theory content:</u></p> <ul style="list-style-type: none"> • Health & Safety • Equipment • Food Hygiene • Nutrition and Eating our 5-a-day • How to use your senses to analyse the taste, texture, aroma and appearance of food • Understanding the term ‘sensory analysis’ and knowing what it entails • Which nutrients and vitamins are provided by different fruits and vegetables and how they can benefit our health 	<ul style="list-style-type: none"> ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p><u>Theory content:</u></p> <ul style="list-style-type: none"> ✓ How to work safely when cooking – use of knives, hobs and ovens ✓ Washing up properly after practical lessons – hygiene ✓ Through cooking, students will learn the importance of nutrition and food hygiene by putting their learning into practice ✓ students will learn how to use a variety of equipment and carry out different cooking methods ✓ Acquire knowledge of the Eatwell Guide and how to eat healthily based on the food group proportions – this term will focus on fruits and vegetables more closely. ✓ Researching and questioning the nutrient qualities of fruits and vegetables in relation to the Eatwell Guide ✓ Using a variety of fruits and vegetables in the dishes they produce 	<p>Assessment 1: Fruits and vegetables (/20)</p>
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<p>Half-term 5</p> <p><u>Key words:</u></p> <p>Cereal</p> <p>Simple/ complex carbohydrate</p> <p>Energy</p> <p>Calories</p> <p>Metabolism</p> <p>Fibre</p> <p>Hob</p> <p>Combine</p> <p>Food presentation</p> <p>Regular balanced diet</p> <p>Weigh</p> <p>Measure</p>	<p>The Eatwell Guide:</p> <p>The importance of cereals and carbohydrates</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p>Theory content:</p> <ul style="list-style-type: none"> • The difference between simple and complex carbohydrates • How we use energy and calories from carbohydrate sources • Functions of carbohydrates • The importance of a healthy breakfast for metabolism • The function of fibre in the body 	<p>Practical Outcomes: Granola bars, savoury rice/ couscous salad, layered pasta salad</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p>Theory content:</p> <ul style="list-style-type: none"> ✓ Research and analysis of different types of carbohydrate sources ✓ Understanding how the body uses simple and complex carbohydrates differently ✓ Designing different breakfast options that use a varied range of carbohydrate types ✓ Explaining how a balanced breakfast can kick start metabolism 	<p><u>Practical Outcome:</u></p> <p>Granola Bars/Flapjacks (/15)</p> <p>Savoury rice/ couscous salad (/15)</p> <p>Layered pasta salad (/15)</p> <p>Assessment 2: Cereals and carbohydrates (/20)</p>
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	<ul style="list-style-type: none"> How to make a balanced dish based on the Eatwell Guide principles and previous knowledge of fruits and vegetables 	<ul style="list-style-type: none"> ✓ Adapting recipes to make them healthier based on the fruits and vegetables principles from the Eatwell guide 	
<p>Half-term 6</p> <p><u>Key words:</u></p> <p>Dairy</p> <p>Fat</p> <p>Saturated/unsaturated</p> <p>Calcium</p> <p>Vitamin D</p> <p>Sugar</p> <p>Grill</p> <p>Bake</p> <p>Weigh</p> <p>Measure</p> <p>Lactose intolerance</p>	<p>The Eatwell Guide:</p> <p>Dairy, fats and sugars</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> Knife skills Preparation of ingredients including weighing and measuring Select and use the correct equipment safely under supervision Boiling/simmering Using the grill Oven/Baking Sauce making Use of raising agents Bread/pasta/pastry dough/ cake batter Shaping and finishing a dough Testing for readiness Judging and testing by taste, smell and texture <p>Theory content:</p> <ul style="list-style-type: none"> The importance of dairy within a balanced diet based on the principle of the Eatwell guide Alternatives to dairy 	<p>Practical Outcomes: Croque monsieur, mascarpone trifle, cup cakes</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p>Theory content:</p>	<p><u>Practical Outcome:</u></p> <p>Croque monsieur (/15)</p> <p>Mascarpone trifle (/15)</p> <p>Cup cakes (/15)</p> <p>Assessment 3: Dairy, fats and sugars (/20)</p>

	<ul style="list-style-type: none">• Medical needs within a diet• How calcium adds to a healthy diet• The function of vitamin D• The importance of fat within a balanced diet• Saturated and unsaturated fats• Enjoying sugar healthily	<ul style="list-style-type: none">✓ Research different sources of dairy products and how they can be healthier to consume✓ Research different sources of alternative dairy products and understand how this can be a medical requirement for some people✓ Explain what lactose intolerant means✓ Understand how calcium and vitamin D work together to form strong teeth and bones✓ Compare saturated and unsaturated fats and demonstrate and understanding of how these can have a positive/ negative effect on the body✓ Explain how we can consume sugar healthily without impacting negatively on a diet that follows the Eatwell Guide principles	
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	Substantive Knowledge	Disciplinary Knowledge	Assessment
Half-term 1 <u>Key words:</u> Hygiene Safety Pan frying Food sources Seasonality Meat products Carbohydrates Cereals Grower Produce Staple food Food miles	<p>Sources and seasonality:</p> <p>Where our food comes from</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p>Theory content:</p> <ul style="list-style-type: none"> • Health & Safety • Deeper knowledge and understanding of food and nutrition. • Food provenance. 	<p>Practical Outcomes: Meat balls, banana bread, ratatouille, (overnight oats as part of theory lesson)</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p>Theory content:</p> <ul style="list-style-type: none"> ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Recall and apply the principles of <i>The Eatwell guide</i> and the 8 tips for healthy eating; 	<p><u>Practical Outcome:</u></p> <p>Banana bread (/15)</p> <p>Meat Balls (/15)</p> <p>Two tomato sauce (/15)</p> <p>Assessment 1: Where our food comes from (/20)</p>

	<ul style="list-style-type: none"> -Sources of meat products -Sources of cereals/ carbohydrate -Sources of fruit/vegetables -Staple food around the world -From farm to fork 	<ul style="list-style-type: none"> ✓ Name the key nutrients, sources and functions; ✓ Name different sources of various meat products ✓ Demonstrate an understanding of the farm to fork principles ✓ List and recall where staple food from around the world are produced ✓ Understand that different countries have different basic staple food sources and why this is 	
<p>Half-term 2</p> <p><u>Key words:</u></p> <p>Vegetarian</p> <p>Vegan</p> <p>Kosher</p> <p>Halal</p> <p>Medical</p> <p>Regular</p> <p>Lactose</p> <p>Gluten</p> <p>Intolerance</p> <p>Religion</p> <p>Culture</p> <p>Combine</p>	<p>The Eatwell Guide:</p> <p>Different types of diet</p> <p>Practical Assessed Lessons:</p> <p>During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture 	<p>Practical Outcomes: Tortilla pizza, frittata, savoury rice</p> <p>Practical Assessed Lessons:</p> <p>During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish 	<p><u>Practical Outcome:</u></p> <p>Tortilla pizza (/15)</p> <p>Frittata (/15)</p> <p>Savoury rice (/15)</p> <p>Assessment 2: Types of diet (/20)</p>

<p>Grill</p> <p>Bake</p> <p>Hob</p>	<p>Theory content:</p> <ul style="list-style-type: none"> • Types of vegetarianism • Types of religious orientated diet <ul style="list-style-type: none"> -Halal principles -Kosher principles • Medical diets • Regular diet – Eatwell guide principles • Students should compare and understand the basic principles of different diets and reasons for choice 	<p>Theory content:</p> <ul style="list-style-type: none"> ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Research and analysis of different types of diet for religious, cultural and medical reasons as well as choice ✓ Understanding why people choose to eat different types of foods ✓ Understand intolerance to certain foods such as lactose and gluten ✓ Explaining how different diets can still fulfil the principles of the Eatwell guide ✓ Adapting recipes to suit different diet choices 	
<p>Half-term 3</p> <p><u>Key words:</u></p> <p>Sugar</p> <p>Fat</p> <p>Saturated</p> <p>Unsaturated</p> <p>Sensory analysis</p> <p>Alternative</p> <p>Improvement</p> <p>Bain Marie</p>	<p>The Eatwell Guide:</p> <p>Healthier sweet treats</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough 	<p>Practical Outcomes: Chocolate krispie square, orange oat and sultan cookies, marbled cakes</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination 	<p><u>Practical Outcome:</u></p> <p>Chocolate krispie squares (/15)</p> <p>Orange, oat and sultana cookies (/15)</p> <p>Marbled cake (/15)</p> <p>Assessment 3: Healthier sweet treats (/20)</p>

<p>Shape (dough)</p>	<ul style="list-style-type: none"> • Testing for readiness • Judging and testing by taste, smell and texture <p><u>Theory content:</u></p> <ul style="list-style-type: none"> • Where sugar and fat fit within the principles of the Eatwell guide • Alternatives to sugar • Alternatives to saturated fat • The difference between ‘healthy’ and ‘healthier’ • Designing healthy sweet treats • Sensory analysis 	<ul style="list-style-type: none"> ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p><u>Theory content:</u></p> <ul style="list-style-type: none"> ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Research different sources of sugar ✓ Research different sources of alternative sugar products and understand how this can help to reduce the calorie content of recipes to improve health ✓ Research different sources of fats – saturated/ unsaturated ✓ Research different sources of alternative fat products and understand how this can help to reduce the calorie content of recipes to improve health ✓ Design a recipe that promote a healthier improvement ✓ Use sensory analysis to critique different food products ✓ Compare saturated and unsaturated fats and demonstrate and understanding of how these can have a positive/ negative effect on the body ✓ Explain how we can consume sugar healthily without impacting negatively on a diet that follows the Eatwell Guide principles 	
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<p>Half-term 4</p> <p><u>Key words:</u></p> <p>Hygiene</p> <p>Safety</p> <p>Pan frying</p> <p>Food sources</p> <p>Seasonality</p> <p>Meat products</p> <p>Carbohydrates</p> <p>Cereals</p> <p>Grower</p> <p>Produce</p> <p>Staple food</p> <p>Food miles</p>	<p>Sources and seasonality:</p> <p>Where our food comes from</p> <p>Practical Assessed Lessons:</p> <p>During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p>Theory content:</p> <ul style="list-style-type: none"> • Health & Safety • Equipment • Sources of meat products • Sources of cereals/ carbohydrate • Sources of fruit • Sources of vegetables • Staple food around the world 	<p>Practical Outcomes: Banana bread, Meatballs, two tomato sauce</p> <p>Practical Assessed Lessons:</p> <p>During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p>Theory content:</p> <ul style="list-style-type: none"> ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Research different sources of various meat products from around the world – focus on how they get to Britain ✓ Research different sources of various cereals and carbohydrate products from around the world – focus on how they get to Britain 	<p><u>Practical Outcome:</u></p> <p>Meat Balls (/15)</p> <p>Banana bread (/15)</p> <p>Ratouille (/15)</p> <p>Assessment 1: Where our food comes from (/20)</p>
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	<ul style="list-style-type: none"> • From farm to fork as a principle 	<ul style="list-style-type: none"> ✓ Research different sources of various vegetable products from around the world – focus on how they get to Britain ✓ Demonstrate an understanding of the farm to fork principles ✓ List and recall where staple food from around the world are produced ✓ Understand that different countries have different basic staple food sources and why this is 	
<p>Half-term 5</p> <p><u>Key words:</u></p> <p>Vegetarian</p> <p>Vegan</p> <p>Kosher</p> <p>Halal</p> <p>Medical</p> <p>Regular</p> <p>Lactose</p> <p>Gluten</p> <p>Intolerance</p> <p>Religion</p> <p>Culture</p> <p>Combine</p>	<p>The Eatwell Guide:</p> <p>Different types of diet</p> <p>Practical Assessed Lessons:</p> <p>During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture 	<p>Practical Outcomes: Tortilla pizza, frittata, Savoury rice</p> <p>Practical Assessed Lessons:</p> <p>During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish 	<p><u>Practical Outcome:</u></p> <p>Tortilla pizza (/15)</p> <p>Frittata (/15)</p> <p>Savoury rice (/15)</p> <p>Assessment 2: Types of diet (/20)</p>

<p>Grill</p> <p>Bake</p> <p>Hob</p>	<p><u>Theoretical content:</u></p> <ul style="list-style-type: none"> • Types of vegetarianism • Halal principles • Kosher principles • Or other types of religious orientated diet • Medical diets • Regular diet – Eatwell guide principles • Students should compare and understand the basic principles of different diets and reasons for choice 	<p><u>Theoretical content:</u></p> <ul style="list-style-type: none"> ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Research and analysis of different types of diet for religious, cultural and medical reasons as well as choice ✓ Understanding why people choose to eat different types of foods ✓ Understand intolerance to certain foods such as lactose and gluten ✓ Explaining how different diets can still fulfil the principles of the Eatwell guide ✓ Adapting recipes to suit different diet choices 	
<p>Half-term 6</p> <p><u>Key words:</u></p> <p>Sugar</p> <p>Fat</p> <p>Saturated</p> <p>Unsaturated</p> <p>Sensory analysis</p> <p>Alternative</p> <p>Improvement</p> <p>Bain Marie</p>	<p><u>The Eatwell Guide:</u></p> <p><u>Healthier sweet treats</u></p> <p><u>Practical Assessed Lessons:</u> During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough 	<p><u>Practical Outcomes: Chocolate krispie square, orange oat and sultan cookies, marbled cake</u></p> <p><u>Practical Assessed Lessons:</u> During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination 	<p><u>Practical Outcome:</u></p> <p>Chocolate krispie squares (/15)</p> <p>Orange, oat and sultana cookies (/15)</p> <p>Marbled cake (/15)</p> <p>Assessment 3: Healthier sweet treats (/20)</p>

<p>Shape (dough)</p>	<ul style="list-style-type: none"> • Testing for readiness • Judging and testing by taste, smell and texture <p><u>Theoretical content:</u></p> <ul style="list-style-type: none"> • Where sugar and fat fit within the principles of the Eatwell guide • Alternatives to sugar • Alternatives to saturated fat • The difference between ‘healthy’ and ‘healthier’ • Designing healthy sweet treats • Sensory analysis 	<ul style="list-style-type: none"> ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p><u>Theoretical content:</u></p> <ul style="list-style-type: none"> ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Research different sources of sugar ✓ Research different sources of alternative sugar products and understand how this can help to reduce the calorie content of recipes to improve health ✓ Research different sources of fats – saturated/ unsaturated ✓ Research different sources of alternative fat products and understand how this can help to reduce the calorie content of recipes to improve health ✓ Design a variety of recipes that promote a healthier improvement ✓ Use sensory analysis to critique different food products ✓ Compare saturated and unsaturated fats and demonstrate and understanding of how these can have a positive/ negative effect on the body ✓ Explain how we can consume sugar healthily without impacting negatively on a diet that follows the Eatwell Guide principles 	
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	Substantive Knowledge	Disciplinary Knowledge	Assessment
<p>Half-term 1</p> <p><u>Key words:</u></p> <p>Food culture</p> <p>Quesadilla</p> <p>Stir fry</p> <p>Wok</p> <p>Roll (pastry)</p> <p>Bake</p> <p>Dough</p> <p>Spanish</p> <p>Mexican</p> <p>French</p>	<p>Cultures of the world</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p>Theory content:</p> <ul style="list-style-type: none"> • Health & Safety • Equipment • Breakfast culture across different parts of the world • Types of recipes across the world • Compare different types of food culture and explain how the differences may have appeared – either over time or due to weather conditions and therefore staple foods 	<p>Practical Outcomes: Quesadillas, stir fry, Fajitas</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p>Theory content:</p> <ul style="list-style-type: none"> ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Look at different types of breakfasts from across the world – part of tasting lesson. 	<p><u>Practical Outcome:</u></p> <p>Quesadillas (/15)</p> <p>Stir fry (/15)</p> <p>Fajitas (/15)</p> <p>Assessment 1: World food cultures (/20)</p>

Food Technology Year 9
SUBJECT OVERVIEW

		<ul style="list-style-type: none"> ✓ Research different types of recipes from across the world – e.g. Spanish/ Mexican 	
<p>Half Term 2</p> <p><u>Key words:</u></p> <p>Street food</p> <p>Consume</p> <p>Recycle</p> <p>Economics</p> <p>Convenience</p> <p>Geographical</p> <p>Transportable</p> <p>Phenomenon</p>	<p>Street food:</p> <p><u>Practical Assessed Lessons:</u> During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p><u>Theory content:</u></p> <ul style="list-style-type: none"> • Where is street food popular? 	<p>Practical Outcomes: Chocolate brownies, Cheesecake, Burgers</p> <p><u>Practical Assessed Lessons:</u> During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p><u>Theory content:</u></p> <ul style="list-style-type: none"> ✓ Research different types of street food from around the world 	<p><u>Practical Outcome:</u></p> <p>Cheesecake(/15)</p> <p>Chocolate brownies(/15)</p> <p>Burgers (/15)</p> <p>(Could do seasonal recipe e.g Mince pies)</p> <p>Assessment 2: World food cultures</p> <p>(/20)</p>

Food Technology Year 9
SUBJECT OVERVIEW

	<ul style="list-style-type: none"> • Why has street food become such a phenomenon across the world? • Different types of street food • Is Street food a typical convenience food? Explain • Changes in Street food culture based on geographical area • The affect of political and social economics on availability and cost • Prices of typical meals • Methods of consuming • Methods of cooking 	<ul style="list-style-type: none"> ✓ Research places where street food is readily available in the North West of England ✓ Design your own savoury, street food inspired recipe suitable for a festival. Include costings and time plan. ✓ Explain how food needs to be presented and made accessible to eat without a table or usual cutlery etc (recycling) ✓ Explain how street food changes based on geographical location ✓ Understand and explain how economics (eg Ukraine war) can affect availability and cost of food ✓ Research and compare different types of cooking methods for street food versus traditional catering kitchen 	
<p>Half-term 3</p> <p><u>Key words:</u></p> <p>Knead</p> <p>Prove</p> <p>Naan bread</p> <p>Consumer</p> <p>Availability</p> <p>Traceability</p> <p>Sustainability</p>	<p>Consumer issues and trends in food</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <ul style="list-style-type: none"> • Students will secure the creative, technical and practical expertise needed to perform everyday tasks confidently. 	<p>Practical Outcomes: Pizza, Naan bread, Own recipe (in pairs)</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated 	<p><u>Practical Outcome:</u></p> <p>Pizza (/15)</p> <p>Naan bread(/15)</p> <p>Own street food recipe suitable for festival (/15)</p> <p>Summative Assessment (/20)</p>

Food Technology Year 9
SUBJECT OVERVIEW

	<ul style="list-style-type: none"> Students will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people. <p>Theory content</p> <ul style="list-style-type: none"> Extend knowledge and understanding of food, diet and health. Extend food preparation and cooking techniques. Extend their knowledge of food provenance and consumer information. Extend and apply their knowledge of consumer food and drink choice. Students will evaluate and test their ideas and the work of others, and make recommendations for improvements. 	<ul style="list-style-type: none"> Demonstrate good presentation skills of a finished dish <p>Theory content</p> <ul style="list-style-type: none"> Apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life; List and explain the dietary needs throughout life stages; Investigate Food labelling explain the characteristics of ingredients and how they are used in cooking Cooking Methods Design own recipe kit. Focusing on food choice, meal options and food trends. 	
<p>Half-term 4</p> <p><u>Key words:</u></p> <p>Food culture</p> <p>Quesadilla</p> <p>Stir fry</p> <p>Wok</p>	<p>Cultures of the world:</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> Knife skills Preparation of ingredients including weighing and measuring 	<p>Practical Outcomes: Quesadillas, stir fry, Fajitas</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p>	<p><u>Practical Outcome:</u></p> <p>Quesadillas (/15)</p> <p>Stir fry (/15)</p> <p>Fajitas (/15)</p> <p>(Could do seasonal recipe)</p>

Food Technology Year 9
SUBJECT OVERVIEW

<p>Roll (pastry) Bake Dough Spanish Mexican French</p>	<ul style="list-style-type: none"> • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p><u>Theory content:</u></p> <ul style="list-style-type: none"> • Health & Safety • Equipment • Breakfast culture across different parts of the world • Types of daytime/ midday meals across the world • Types of main/ evening meals across the world • Types of sweet treats/ desert dishes across the world • Compare different types of food culture and explain how the differences may have appeared – either over time or due to weather conditions and therefore staple foods 	<ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p><u>Theory content:</u></p> <ul style="list-style-type: none"> ✓ Demonstrate a sound understanding of safe and hygienic use of the kitchen and equipment ✓ Research different types of breakfasts from across the world – focus on British (bacon sandwich) and Icelandic (oatmeal) part of tasting lesson. ✓ Research different types of daytime/ midday meals from across the world – focus on Quesadilla (Spanish/ Mexican) as part of practical link ✓ Research different types of main/ evening time meals from across the world – focus on Stir fry (Asian/ Chinese) as part of practical link ✓ Research different types of sweet treats/ desert dishes from across the world – focus on Kolache (Czech) as part of practical link – compare with klobasniky (savoury version of kolache) 	<p>Assessment 1: World food cultures (/20)</p>
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<p>Half Term 5</p> <p><u>Key words:</u></p> <p>Street food</p> <p>Consume</p> <p>Recycle</p> <p>Economics</p> <p>Convenience</p> <p>Geographical</p> <p>Transportable</p> <p>Phenomenon</p>	<p>Street food</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <p>Theory content:</p> <ul style="list-style-type: none"> • Where is street food popular? • Why has street food become such a phenomenon across the world? • Different types of street food • Is Street food a typical convenience food? Explain • Changes in Street food culture based on geographical area 	<p>Practical Outcomes: Chocolate brownies, Crepes, Burgers</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p>Theory content:</p> <ul style="list-style-type: none"> ✓ Research different types of street food from around the world ✓ Research places where street food is readily available in the North West of England ✓ Design your own street food inspired recipes ✓ Explain how food needs to be presented and made accessible to eat without a table or usual cutlery etc (recycling) ✓ Explain how street food changes based on geographical location 	<p><u>Practical Outcome:</u></p> <p>Crepes/American pancakes(/15)</p> <p>Chocolate brownies(/15)</p> <p>Burgers (/15)</p> <p>Assessment 2: World food cultures</p> <p>(/20)</p>
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Food Technology Year 9
SUBJECT OVERVIEW

	<ul style="list-style-type: none"> • The affect of political and social economics on availability and cost • Prices of typical meals • Methods of consuming • Methods of cooking 	<ul style="list-style-type: none"> ✓ Understand and explain how economics (eg Ukraine war) can affect availability and cost of food ✓ Research and compare different types of cooking methods for street food versus traditional catering kitchen 	
<p>Half-term 6</p> <p><u>Key words:</u></p> <p>Knead</p> <p>Prove</p> <p>Naan bread</p> <p>Consumer</p> <p>Availability</p> <p>Traceability</p> <p>Sustainability</p>	<p>Consumer issues and trends in food</p> <p>Practical Assessed Lessons: During all key stage 3 practical sessions students will gain knowledge and skills in the following areas (these will be highlighted as relevant):</p> <ul style="list-style-type: none"> • Knife skills • Preparation of ingredients including weighing and measuring • Select and use the correct equipment safely under supervision • Boiling/simmering • Using the grill • Oven/Baking • Sauce making • Use of raising agents • Bread/pasta/pastry dough/ cake batter • Shaping and finishing a dough • Testing for readiness • Judging and testing by taste, smell and texture <ul style="list-style-type: none"> • Students will secure the creative, technical and practical expertise needed to perform everyday tasks confidently. • Students will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people. <p>Theory content</p> <ul style="list-style-type: none"> • Extend knowledge and understanding of food, diet and health. 	<p>Practical Outcomes: Pizza, Naan bread, Own recipe (in pairs)</p> <p>Practical Assessed Lessons: During key stage 3 practical sessions students will work in the ways listed below, specific elements will be highlighted. These skills will build with confidence, time and practice:</p> <ul style="list-style-type: none"> ✓ Use kitchen equipment appropriately and correctly – vegetable knives, chopping boards, mixing bowl, spoon, boiling water, kettle/pan ✓ Take good account of hygiene standards – clean work area when finished chopping, use the correct colour chopping board, wash up properly, put away all equipment efficiently ✓ Keep the work space tidy – throw away waste packaging and food as the task progresses, move used equipment to the sink areas, wash up as you go along ✓ Demonstrate good hygiene standards by keeping a clean and tidy work area, making consideration for cross contamination ✓ Use the correct equipment from the selection provided and demonstrate how to use it efficiently but most importantly, safely – vegetable knives, peeler, boiling water ✓ Demonstrate consideration of good time management by completing the task in the time allocated ✓ Demonstrate good presentation skills of a finished dish <p>Theory content</p>	<p><u>Practical Outcome:</u></p> <p>Pizza (/15)</p> <p>Naan bread(/15)</p> <p>Own street food recipe suitable for festival (/15)</p> <p>Summative Assessment (/20)</p>

Food Technology Year 9
SUBJECT OVERVIEW

	<ul style="list-style-type: none">• Extend food preparation and cooking techniques.• Extend their knowledge of food provenance and consumer information.• Extend and apply their knowledge of consumer food and drink choice.• Students will evaluate and test their ideas and the work of others, and make recommendations for improvements.	<ul style="list-style-type: none">✓ Apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life;✓ List and explain the dietary needs throughout life stages;✓ Investigate Food labelling✓ explain the characteristics of ingredients and how they are used in cooking✓ Cooking Methods✓ Design own recipe kit. Focusing on food choice, meal options and food trends	
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