

Year 9: Food

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Safety First</p> <p>Focus: Expectations Health & safety Building practical skills</p>	<p>Bacteria Bites</p> <p>Foci: How to reduce food poisoning Preventing cross contamination Building practical skills</p>	<p>Needs & Issues</p> <p>Foci Nutrients Changes in nutritional needs Special diets Building practical skills</p>	<p>Diet and Health</p> <p>Foci Eatwell Guide Health issues linked to poor diet Tips for healthy eating Building practical skills</p>	<p>Where does food come from?</p> <p>Focus: Sources of ingredients Building practical skills</p>	<p>Discerning users of produce</p> <p>Focus: Analysing products Building practical skills</p>
Assessments	<p>Advising how to work safely in a kitchen responding to a case study</p> <p><i>Skill level assessed during practical discovering, developing or proficient</i></p>		<p>Assessing knowledge through recall assessment</p> <p><i>Skill level assessed during practical discovering, developing or proficient</i></p>		<p>Planning a practical, completing time plan to follow in lesson</p> <p><i>Skill level assessed during practical discovering, developing or proficient</i></p>	
Building on Prior Learning	<p>Substantive Knowledge: From middle school students will draw on knowledge of healthy eating and basic hygiene and safety in a theoretical situation. Also, they will have an understanding of where ingredients come from and seasonality.</p> <p>Disciplinary/procedural Knowledge: From middle school students will be familiar with the key second order concepts this will allow students to apply knowledge of hygiene and safety in a practical situation and also make informed choices when choosing ingredients for the dishes.</p>					
Cultural Capital	<p>Cultural capital will be found within in this programme of study. Students gain an understanding of the ‘scores on the doors’ and can explain the concept when visiting restaurants with family. Understanding of food labelling encouraging them to make the right choices when buying products, whilst understanding the reasons for the introduction of Natasha’s Law. Expanding culinary experience of a range of food from all around the world such Thai curry and Sweet and Sour chicken.</p>					
Mastery	<p>In terms of mastery: Students will be able clearly explain why there is a wide variety of dietary needs in the population, including those that have special dietary requirements and explain why the ingredients chosen are suitable. Using extension knowledge of allergies and intolerances they will explain how to adapt recipes for a range of food choices. By the end of the year students will be able to follow a recipe and method completely independently and extremely competently throughout the preparation, cooking and presenting of the dishes.</p>					
Development of Character	<p>A range of virtues such as moral, intellectual and performance are embedded through Food</p> <p>Intellectual character is developed raising curiosity linked to the science behind food and also broadening knowledge of a range of ingredients, whilst respecting people’s choice of diet, vegan and vegetarian or medical reasons based on allergies and intolerances. Integrity, respect and honesty when working as a team in a food practical lesson. Confidence and resilience during practical lessons working independently and overcoming problems and not giving up as well as learning how they could to do it again ‘but better’.</p>					
Extra-Curricular opportunities	<p>In School: Join the food cooking club to build in confidence and presentation of dishes.</p> <p>Outside of School: Visiting different food establishments to experience different dining experience. Practice cooking following teachers on You Tube channels ‘Cookies Kitchen’, ‘Cooking with Cadman’ and ‘Kirky’s Kitchen’ as well as watching the array of cooking programmes on offer. Possibly even rearranging the fridge at home to avoid cross contamination</p>					
Metacognitive Learning	<p>Metacognitive learning will build through modelling and feedback. Students learn through expert modelling and having the chance to repeat and refine skills improving quality and confidence. Retrieval at the start of lessons recapping on previous learning helps to embed knowledge. Repeated assessment criteria mean students understand expectations as they are embedded into lessons, and they can begin to tackle problems and questions more independently.</p>					