

SUBJECT NAME FOOD TECHNOLOGY



ALDER
Community High School

YEAR GROUP Y9

Nutrition/ Mini Unit 2		
Autumn	Composites Nutrition: - To know what healthy eating looks like - To know what a Micronutrient is - To know what a Macronutrient is - To know the functions of nutrients within the body - To know what nutritional deficiencies are and how to prevent them - To know the medical conditions that can be linked to a poor diet Mini unit 2: - To know what a 'brief' is - To know the steps of analysing a brief successfully - To know why research plays a role in menu planning - To know what menu planning is - To know the skills needed to successfully execute a dish	Key Vocabulary Adapt Nutrient Macronutrient Micronutrient Nutrition Nutrient analysis Sensory evaluation Saturated fat Excess Deficiency
	Assessment: Plan – Lesson 12 (Dish 1) & Lesson 15 (Dish 2) Students will create a detailed plan for a dish in response to a design brief. They will demonstrate independence by selecting an appropriate recipe and adapting it where necessary to produce a nutritionally balanced meal. Students will complete a nutrient analysis, explaining how their chosen ingredients contribute to a healthy diet. They will also produce an accurate time plan, demonstrating an understanding of dovetailing by organising tasks efficiently to maximise time and ensure the	ILS Using knowledge organisers create: - Flashcards - Knowledge drop - Mind map - Using Frayer Model to Practice key vocabulary definitions



	successful completion of the dish. Students will complete a success criteria checklist to ensure all planning requirements have been met. Make – Lesson 13 (Dish 1) & Lesson 16 (Dish 2) Students will prepare and cook their chosen dish independently. They will be assessed on their ability to demonstrate a range of practical skills, selecting and using appropriate equipment, techniques and processes safely and accurately. Students will show effective time management through dovetailing, multitasking confidently while maintaining high standards of personal and kitchen hygiene. They will be assessed on the quality of the finished product, including presentation, accuracy of skills and how effectively the dish meets the original design brief. Evaluate – Lesson 14 (Dish 1), Lesson 17 (Dish 2) & Lesson 18 (Evaluation Feedback) Students will complete a written evaluation using sensory analysis and a set assessment criteria. They will analyse the appearance, aroma, texture, taste and overall quality of their finished dish, evaluating how successfully it met the original brief and nutritional requirements. Students will reflect on their practical performance, identifying strengths and areas for development, and suggest realistic improvements or modifications to both the product and their practical skills. Following teacher feedback, students will review their work and explain how they can apply this feedback to improve future practical outcomes	
	How to help at home Encourage independent cooking by asking Students to prepare a simple, healthy meal, following a recipe and managing their own time safely.	Wider reading BBC Bitesize – Food and Nutrition – Explore healthy eating, nutrients, the Eatwell Guide and food preparation techniques.



	- Plan balanced meals together using the Eatwell Guide, discussing how different nutrients contribute to a healthy diet and why they are important. - Develop evaluation skills by encouraging Students to taste and assess meals they prepare, considering appearance, texture, flavour and presentation, and suggesting ways they could improve the dish next time.	Food a Fact of Life – Interactive resources on nutrition, meal planning, food science and practical cooking skills. British Nutrition Foundation – Learn more about healthy eating, balanced diets and the role of nutrients. NHS – Eatwell Guide – Find guidance on healthy eating and creating balanced meals. BBC Good Food – Explore recipes and learn how to adapt dishes to make them healthier and more nutritious. - Read food labels at home and compare the nutritional content of different products.
	SMSC Social: Develop teamwork, communication and organisational skills during practical lessons. Learn to manage time effectively through dovetailing and work safely and responsibly in a shared kitchen environment. Moral: Consider the responsibility of making healthy food choices and reducing food waste. Evaluate how recipes can be adapted to improve their nutritional value and meet different dietary needs. Spiritual: Develop an appreciation of healthy eating and the importance of making informed food choices. Reflect on how food contributes to health, wellbeing and quality of life. Cultural: Explore recipes and dishes from different cultures, recognising how traditions, religion and lifestyle influence food choices. Appreciate the diversity of cuisines and dietary practices from around the world.	Careers Links Chef, EHO, Baker, Entrepreneur, Food scientist, Food safety officer, public health officer, Restaurant manager, Bartender, Waiter, Waitress, Pastry Chef, Executive chef, Food stylist, Food photographer, Business manager, Nutritionist Dietician
Spring	Topic/Big Question	
	Composites	Key Vocabulary
	Assessment	ILS
	How to help at home	Wider reading



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