



Scheme of Work

SUBJECT Food Technology

YEAR 9

Time allocation: Rotation 1: 1 x 50 mins 1 x 1hr 40 weekly for 5 weeks. Rotation 2: 1 x 50 mins 1 x 1hr 40 weekly for 5 weeks.

	<b>Topic – Making Choices</b>
Key concepts	To enable pupils to learn: <ul style="list-style-type: none"> <li>• How to cook a range of dishes safely and hygienically</li> <li>• Apply their knowledge of nutrition</li> </ul>
Themes	Pupils will consider: <ul style="list-style-type: none"> <li>• Consumer issues</li> <li>• Food and its functions</li> <li>• New technology/trends in food.</li> <li>• Introduction to NEA2 (GCSE FP&amp;N Coursework)</li> </ul>
Challenge	See individual lesson. Challenge given to individuals based on their strengths (theory = academic or practical = skills based)
Support	Based on IEP, See individual lessons.
Literacy focus	Reading – taught to understand different texts (new vocabulary, relating it to known vocabulary and understanding it with the help of context). Writing – summarise and organise material by supporting ideas/arguments with factual details, apply their growing knowledge of vocabulary and text type to their writing. To plan, draft and edit writing by considering the audience/purpose and by paying attention to grammar, punctuation and spelling. Grammar and Vocabulary -use standard English in their own writing and speech. Spoken English – use English confidently in a range of settings e.g. class room discussions, give short speeches/presentations expressing their own ideas, participate in structured discussions.
Numeracy focus	Understand and use place value (decimals and measures), use standard units for weight/mass, length, time and money. To be taught to change between standard units (e.g. time, length, volume and weight). Construct and interpret tables, charts and diagrams (including freq. tables, bar charts, pie charts and pictograms)



Rotation 1	Topic – Making Choices
Cross-curricular links	Science <ul style="list-style-type: none"> <li>• nutrition and digestion (content of a healthy diet: carbohydrates, fats and oils, proteins, vitamins, minerals, dietary fibre and water; and why each is needed).</li> <li>• Energy (comparing energy values for different foods)</li> </ul>
SMSC & MBV	Health and well-being: <ul style="list-style-type: none"> <li>• Balanced diet and its benefits (risks associated with both obesity and dieting)</li> <li>• Influences in decisions about eating a balanced diet.</li> </ul>
ASSESSMENTS	Teacher – IST, end of topic assessment ‘Diet through life’(rotation 1); Mock NEA (rotation 2) Peer assessment – evaluation of dishes. Pupil – Identify skills and strengths and targets for practical work (pupils set, teacher led)
Out of school learning	IST 3 weeks work – 5-6 hours Date to set?



Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1. (S)	Expectation and food hygiene	Understand the expectations of the course and their role in it. To revisit and secure food hygiene knowledge (be able to identify contaminants in the kitchen. Identify the 4 C's and their use in the kitchen)		Spot the hygiene faults.
2. (D)	Practical – Dutch apple/pear cake	To secure and demonstrate weighing and measuring, knife skills, creaming, folding, preparing baking tins and using the oven (baking) to prepare and cook a Dutch apple cake. 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. To explain the science of aeration.	Support – picture recipe	Recipe sheets.
3. (S)	Diet through Life	Describe and apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life. Outline why dietary needs change throughout life stages.		Worksheet
4. (D)	Practical – Savoury rice	To prepare and cook a main meal dish. To demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature, cooking with rice. To demonstrate and apply the principles of food safety and hygiene when cooking. To investigate what happens when rice and other grains are cooked.	Support – picture recipe	
5. (S)	Special Diets	To identify groups that have special dietary needs in the UK population. Understand the term allergen and intolerance.		Worksheet
6. (D)	Practical – Bolognese	To prepare and cook a main meal dish based on pasta such as penne Fiorentina or tagliatelle (Bolognese). To demonstrate the skills of preparing a range of vegetables, making a meat/alternative sauce, using hob/oven safely.	Support – picture recipe	



		To demonstrate and apply the principles of food safety and hygiene when cooking.		
7. (S)	Special Diets	Identify the dietary requirements of a variety of religious groups. Outline the food beliefs of a chosen religion and design a suitable meal for one of the religious groups.		Worksheet
8. (D)	Practical – Chicken and potato curry	To prepare and cook a main meal dish. To demonstrate the skills of preparing a range of vegetables, making chicken/alternative sauce, using hob/oven safely. To demonstrate and apply the principles of food safety and hygiene when cooking.		Recipe – Chicken and potato urry
9. (S)	Assessment and Feedback	Assess knowledge of healthy eating, diet through life and food hygiene		
10. (D)	Practical – Shepherd/cottage Pie	To secure and demonstrate knife skills, use of the hob (frying, boiling, simmering), draining, mashing, layering, 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.		Recipe – Shepherd's pie



Rotation 2

Lesson	Key concepts	Learning outcomes	Differentiation	Resource
1. (S)	Hygiene and food safety	To consider the hygiene and safety requirement needed to produce a quality product	Challenge: You are the head chef at a restaurant produce a five point hygiene poster to prompt trainee chefs.	Food hygiene WS
2. (D)	Recipe trial 1	Understand what is meant by thickening and why it is useful. Practise hob safety and heat control (simmering and boiling)	Challenge: Evaluate practical and give suggestions for improvements	Recipe: Macaroni cheese pasta bake
3. (S)	Introduce challenge	Analysis a design brief and identify key words to write a specification.	Challenge: write a description of the challenge. Support: Use a template to support ideas.	
4. (D)	Recipe trial 2	To use a small electrical appliance safely to prepare a whisked sponge. Demonstrate and secure a range of skills.(weigh/measure, sift, whisk, fold, bake, microwave and spread) Ensure hygiene rules are followed – chef and equipment.	Challenge: evaluate practical and give suggestions for improvements	Recipe: Swiss roll
5. (S)	Research	Understand the term cuisine and the factors that influence it. Explore British Cuisine	Support: key words to research.	
6. (D)	Recipe trial 3	To work hygienically and safely to prepare a 'classic' burger recipe. Demonstrate and secure a range of skills (measure/weigh, peel, cut, dice, combine and shape, portion/divide, grill/fry).	Challenge: Evaluate meal and give suggestions for improvements	Recipe: Burger



7. (S)	Research recipe	Produce a step by step guide for chosen recipe.	Challenge: Identify key hygiene and safety points in recipe. Support: Recipe templates to support ideas.	
8. (D)	Prepare chosen dish	Produce their selected dish and present for a photograph.		
9. (S)	Evaluate dish and reflect on learning.	Produce an evaluation that reflects the design specification(s).		Template of design evaluation. Project evaluation.
10. (D)	Washing up/fun practical	Produce a simple sweet dish (cookies) Demonstrate and secure hygiene routines relating to equipment cleaning and storage.		