



Scheme of Work Food Technology Year 9

	<b>Topic – Making Choices (adapted from Food a Fact of life Y9 SOW) <a href="#">Food a Fact of Life</a></b>
<b>Key concepts</b>	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>
<b>Themes</b>	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>
<b>Challenge</b>	See individual lesson. Challenge given to individuals based on their strengths (theory / academic or practical / skills based)
<b>Support</b>	Based on IEP, use picture recipes (where available), See individual lessons.
<b>Literacy focus</b>	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. classroom discussions, give short speeches/presentations expressing their own ideas, participate in structured discussions.
<b>Numeracy focus</b>	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)



<b>Cross-curricular links</b>	Science nutrition and digestion (content of a healthy diet: carbohydrates, fats and oils, proteins, vitamins, minerals, dietary fibre and water; and why each is needed). Energy (comparing energy values for different foods)
<b>SMSC &amp; MBV</b>	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>
<b>ASSESSMENTS</b>	Teacher – Practical observation based on learning objective of the lesson (Chef of the Week); Written assessment GCSE Question 'Hygiene and Food Safety' and 'Eatwell guide' Pupil – Track their progress using practical skills relating to their own strengths and target – reflection Peer - Practical Assessment 'Spaghetti Bolognese'  Rotation 2 – British Cuisine Written - Plan and create a recipe sheet (ingredients and method) for their chosen dish to meet the afternoon tea specification. Practical – prepare and present their chosen dish whilst following food hygiene and safety guidelines. Written - Evaluate (test, evaluate and refine their ideas and products against a specification)
<b>Out of school learning</b>	IST objectives: <ul style="list-style-type: none"> <li>To develop your knowledge and understanding of cooking foods and different food styles.</li> <li>Increase awareness of career choices.</li> </ul> Life Skill – Organisation and communication (ingredients list and planning)



## Rotation 1 - Making choices

Theme	Key concepts	Learning outcomes	Differentiation	Resource
Theory	Expectation and food hygiene	Understand the expectations of the course and their role in it. 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	Support - List, develop and demonstrate the principles of food hygiene and safety when considering the preparation and cooking of ingredients.  Most pupils - Explain, develop, and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients. Challenge - Describe, develop, and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients and manage their implementation independently.	Spot the hygiene faults.
	Knife skills	Revisit and revise the food safety rules when using sharp knives. Demonstrate and apply the food safety rules when preparing an onion and pepper/carrot. Produce diced and sliced onion and pepper/carrot.	Support – outcome of cuts, use the hand over hand method if required (with permission) Challenge – outcome of cuts, encourage the use the rocking motion (knife).	Onion and pepper/carrot
	Diet through Life  Special Diets	Describe and apply the principles of The Eatwell Guide and relate this to diet through life. Outline why dietary needs change throughout life stages. Identify the dietary needs for the population who have special dietary requirements (including food allergens, food intolerance, and religious/cultural needs).	Support - describe and apply the principles of <i>The Eatwell Guide</i> to their own diet. Challenge - describe and apply the principles of <i>The Eatwell Guide</i> , relate this to diet through life for the general and specialist diets.	Worksheet Info. Sheets (around the room)
Practical	Practical – Savoury rice	Prepare and cook a main meal dish containing rice. Demonstrate the skills of preparing a range of vegetables, using the hob, controlling temperature, cooking with rice. Demonstrate and apply the principles of food safety and hygiene when cooking, focus knife and hob.	Support – do any students need: <ul style="list-style-type: none"> <li>to use pre-prepared ingredients?</li> <li>support preparing ingredients, e.g., slicing/dicing?</li> <li>to use a food processor to shred?</li> </ul>	Recipe – savoury rice.



		To investigate what happens when rice and other grains are cooked.	<ul style="list-style-type: none"> <li>Monitoring and support using the hob and temperature control</li> <li>Time keeping</li> <li>Safe using of high-risk foods.</li> </ul> <p>Challenge - extended range of ingredients to challenge their preparation skills</p>	
	Practical – Fajitas	Prepare and cook a main meal dish using a marinade. Demonstrate and secure the skills of weighing/measuring, focus on knife skills and ingredient preparation. Demonstrate and apply the principles of food safety and hygiene when using a hob (stir-frying)		Recipe - Fajitas
	Practical – Chicken and potato curry	Prepare and cook a main meal dish containing potatoes. Demonstrate the skills of preparing a range of vegetables, making chicken/alternative sauce, using hob/oven safely. Demonstrate and apply the principles of food safety and hygiene when cooking.		Recipe – Chicken and potato curry
Reflection and assessment	Evaluate Skills	Appraise and evaluate their practical cooking experience.	<p>Support - recall what they have cooked and the main food skills and cooking techniques they have demonstrated.</p> <p>Challenge - appraise and measure their success for the dishes they have cooked, noting main food skills and cooking techniques demonstrated;</p>	



			explain areas of improvement and how these will be met.	
	Planning	Produce a time plan to aid the practical assessment.	Support – template. Will include ingredients and simple method. Challenge – work with independence to select ingredients and skills to challenge their preparation skills. Quality and H&S notes recorded.	
	Practical peer assessment – Bolognese	Prepare and cook a main meal dish based on pasta Demonstrate the skills of preparing a range of vegetables, making a meat/alternative sauce, using hob/oven safely. Demonstrate and apply the principles of food safety and hygiene when cooking.	Support - Do any students need: <ul style="list-style-type: none"> <li>• ingredients pre-measured, to allow them time to complete the recipe?</li> <li>• Work with a partner?</li> <li>• To follow a different recipe, to make the recipe easier?</li> <li>• assistance using a grater or knife.</li> <li>• Monitoring with equipment e.g. oven or hob.</li> </ul> Challenge - by allowing them to modify the recipes with their own ingredients?	Recipe for Bolognese Peer assessment sheets.
	Feedback	Assess knowledge of healthy eating (GCSE question).  Review feedback.	Support - state the main requirements for each life stage (focus teenage diet). Challenge - describe and give reasons for the main dietary requirements in each key life stage (focus – teenage) Support - list what they have completed over Year 9 lessons and suggest what they would like to do in the future.	

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			Challenge - assess what they have achieved over Year 9 lessons, justifying how their work could be enhanced in the future.	
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## Rotation 2 – Design and make a dish celebrating British Cuisine.

Theme	Key concepts	Learning outcomes	Differentiation	Resource
Theory	Introduce challenge (expectations)	Analysis a design brief and identify key words to write a specification. Understand the term cuisine and the factors that influence it. Explore British Cuisine	Challenge: write a description of the challenge. Support: Use a template to support ideas.	
	Consumer choice	Investigate the information and guidance available to the consumer regarding food labelling, availability, traceability, food assurance schemes and animal welfare. Recognise and explain food standard schemes.	Support - identify food certification and assurance schemes. Challenge - identify and explain food certification and assurance schemes, listing potential benefits to the consumer.	
	Cake Making Methods	Identify the main functions of ingredients and skills related to cake making.	Support - describe the functions of ingredients used in cake making. Challenge - explain the functions of ingredients used in cake making and the effect of adding other ingredients	
Practical	Practical: Swiss roll Food science – aeration.	Use a small electrical appliance safely to prepare a whisked sponge. Demonstrate and secure a range of skills. (weigh/measure, grease and line, sift, whisk, fold, bake, microwave and spread) Demonstrate and apply the principles of food safety and hygiene when cooking (focus eggs and oven)	Support - Do any of pupils need: <ul style="list-style-type: none"> <li>ingredients pre-measured, to allow them time to complete the recipe?</li> <li>Prepared equipment e.g. line tin.</li> <li>Work with a partner?</li> <li>Monitoring use with oven/hob, electric whisk, and transfer of equipment.</li> </ul> Challenge: <ul style="list-style-type: none"> <li>to follow different recipes?</li> </ul>	Recipe: Swiss roll
	Practical: Victoria sandwich Food science – aeration.	Prepare a traditional British cake using the creaming/all-in-one method (Victoria Sandwich) Demonstrate and secure a range of skills. (weigh/measure, sift, whisk, bake, microwave and spread) Demonstrate and apply the principles of food safety and hygiene when cooking (eggs, using a whisk and oven)		



			<ul style="list-style-type: none"> <li>modified recipes, introducing other ingredients?</li> </ul>	
Theory	Batters Demo and Consumer choice	<p>Plan and carry out a sensory evaluation of the dish (pancakes)</p> <p>To calculate the cost of the dish and compare with a commercial product.</p>	<p>Support – use templates and assist with calculations.</p> <p>Challenge - calculate the cost of the dish and compare with a range of readymade versions, summarising the results.</p>	Pancake ingredients and shop bought example.
Practical	Practical: Pancakes	<p>Prepare a traditional British dish using a batter – pancakes. Demonstrate and secure a range of skills. (weigh/measure, sift, whisk, fold, fry).</p> <p>Demonstrate and apply the principles of food safety and hygiene when cooking (eggs, using a whisk and hob).</p>	<p>Support - Do any of pupils need:</p> <ul style="list-style-type: none"> <li>ingredients pre-measured, to allow them time to complete the recipe?</li> <li>Prepared equipment e.g. line tin.</li> <li>Work with a partner?</li> <li>Monitoring use with oven/hob, electric whisk, and transfer of equipment.</li> </ul> <p>Challenge:</p> <ul style="list-style-type: none"> <li>to follow different recipes?</li> </ul> <p>modified recipes, introducing other ingredients?</p>	
	Practical: toad in the hole	<p>Prepare a traditional savoury dish using a batter – toad in the hole.</p> <p>Demonstrate and secure a range of skills. (weigh/measure, grease sift, whisk, fold, bake).</p> <p>Demonstrate and apply the principles of food safety and hygiene when cooking (focus eggs, meat and oven)</p>		
Assessment and feedback	Recipe modification/ production plan	Produce a personalised recipe identifying their chosen recipe.	<p>Challenge – identify food hygiene and safety, and quality tips.</p> <p>Support – statements/template/cut and paste to support writing. Recipe should include ingredients and method.</p>	





	Practical – own choice	<p>Prepare and present their own choice of dish that celebrates British cuisine.</p> <p>Demonstrate a range of skills.</p> <p>Demonstrate the principles of food hygiene and safety.</p>	<p>Support - Do any students need:</p> <ul style="list-style-type: none"> <li>• ingredients pre-measured, to allow them time to complete the recipe?</li> <li>• To follow a different recipe, to make the recipe easier?</li> <li>• assistance with skills e.g. rolling out or shaping the dough? Using a grater or knife.</li> <li>• Monitoring with equipment e.g. oven, transfer of equipment.</li> </ul> <p>Challenge - by allowing them to modify the recipes with their own ingredients and choice of skills.</p>	
	Evaluate and assess	<p>Evaluate their practical skills needed to prepare the chosen dish.</p> <p>Produce a product evaluation for the chosen dish.</p> <p>Refine their ideas and products against a specification.</p>	<p>Support – leading sentences.</p> <p>Star diagram template</p> <p>Word banks</p> <p>Challenge - relate to design spec.</p>	Evaluation sheet