



## KAT KEY STAGE OVERVIEW (Long Term Planning)

### Year 9 Food Technology

Key: **Recap/Retrieval**

**Rigour (Vocabulary/Disciplinary knowledge/Reading/Careers)**

**Cultural Capital/SMSC**

**Numeracy**

**Cross Curricular**

Term	Topic	Knowledge	Skills Complex activity: Writing genre:	Reading/wider reading
Autumn T1	<b>Health and Safety</b>	<ul style="list-style-type: none"> <li><b>Recap</b></li> </ul>		The Big Fat Surprise: Why Butter, Meat and Cheese Belong in a Healthy Diet Book by Nina Teicholz
	Teaching Textiles			
	Sorbet Practical	<ul style="list-style-type: none"> <li>Follow health and safety procedure at all times, demonstrating respect for self and others.</li> <li>Measuring and weighing ingredients accurately.</li> <li>Using skills and techniques effectively to produce a high quality outcome.</li> </ul>	<ul style="list-style-type: none"> <li><b>-Reading and following methods</b></li> <li><b>-Learners will use verbal communication to make educated points and form opinions</b></li> <li><b>-Use of key words and technical vocabulary</b></li> <li><b>-Sensory analysis using adjectives</b></li> <li><b>Mathetics</b></li> <li><b>-Time management, using the clock</b></li> <li><b>-Working in grams, ml, kg (conversion to oz. more able)</b></li> <li><b>-Weighing and measuring</b></li> <li><b>-Working with temperature</b></li> <li><b>-Proportion of ingredients in recipes</b></li> <li><b>-Portioning dishes</b></li> <li><b>-Calculating dish cost and profit (extension)</b></li> </ul>	

	Teaching Textiles			
	Gluten	<ul style="list-style-type: none"> <li>● <b>Determine</b> the relative differences in gluten content between different types of flour.</li> <li>● <b>Establish</b> the impact this has on the structure of baked products.</li> <li>● Use scientific experimentation to support conclusions.</li> </ul>	- Students can form sound conclusions that evidence the different levels of gluten development in different flours.	
	Teaching Textiles			
	Pasta Practical (Tagliatelle)	<ul style="list-style-type: none"> <li>● Follow health and safety procedure at all times, demonstrating respect for self and others.</li> <li>● <b>Measuring</b> and <b>weighing</b> ingredients accurately.</li> <li>● Using skills and <b>techniques</b> effectively to produce a high quality outcome.</li> </ul>		
	Teaching Textiles			
<b>Autumn T2</b>	Pasta Practical (Lasagne)	<b>RETRIEVAL</b>		
	Teaching Textiles			
	Dish Blueprint	<ul style="list-style-type: none"> <li>● Research nutritional needs of others.</li> <li>● Plan dishes based on research and make justified choices.</li> <li>● Link and explain how food science will factor in dishes</li> <li>● Explain and justify cooking methods linked to ingredients and nutrient retention.</li> </ul>	<b>Literacy</b> -Learners read and scribe -Reading and contextualising, research -Making justifications, using arguments -Vocabulary building -Verbal communication to make educated points and form opinions	

	Teaching Textiles			
	Dish blue print Continued	<ul style="list-style-type: none"> <li>• Research nutritional needs of others.</li> <li>• Plan dishes based on research and make justified choices.</li> <li>• Link and explain how food science will factor in dishes</li> <li>• Explain and justify cooking methods linked to ingredients and nutrient retention.</li> </ul>	<b>Literacy</b> -Learners read and scribe -Reading and contextualising, research -Making justifications, using arguments -Vocabulary building -Verbal communication to make educated points and form opinions	
	Teaching Textiles			
	<b>Assessment – Practical</b> Prepare and cook a dish	<b>RETRIEVAL</b> <ul style="list-style-type: none"> <li>• Follow health and safety procedure at all times, demonstrating respect for self and others.</li> <li>• <b>Measuring</b> and <b>weighing</b> ingredients accurately.</li> <li>• Using <b>skills</b> and <b>techniques</b> effectively to produce a high quality outcome.</li> </ul>		
<b>Spring T1</b>	Teaching Textiles			

	Methods of cookery	<p><b>Explain</b> the chemical reactions that occur when cooking foods via different methods.</p> <p><b>Suggest</b> ingredients they can be used for.</p> <p><b>Examine</b> and <b>explain</b> how the sensory properties and nutrition of food changes when cooked by different methods.</p> <p><b>Apply</b> this knowledge to the cooking of complex dish.</p>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>-Learners read and scribe</li> <li>-Reading and contextualising</li> <li>-Making justifications, using arguments (experiments)</li> <li>-Vocabulary building</li> <li>-Verbal communication to make educated points and form opinions</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>-Weighing and measuring</li> <li>-Using timers</li> <li>-Working with ingredient amounts (grams, ml)</li> </ul>	
	Teaching Textiles			
	Methods of cookery - continued			
	Teaching Textiles			
<b>Spring T2</b>	Methods of cookery - continued			
	Teaching Textiles			
	Garnishes	<ul style="list-style-type: none"> <li>• <b>Understand</b> how to style a plate to mirror industry standards.</li> <li>• <b>Explain</b> the importance of using sensory effects to style food.</li> <li>• <b>Create</b> a selection of garnishes to present food creatively, showing consideration of all the senses.</li> </ul>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>-Proportion</li> <li>-Time management</li> </ul>	
	Teaching Textiles	•		
	Job Roles	<ul style="list-style-type: none"> <li>• <b>Identify</b> different job roles within the industry, both guest and non-guest facing.</li> </ul>	<p>Link to careers (especially those who have opted for Food at GCSE. Brief discussion on job prospects/industry (<b>largest industry worldwide</b>)).</p>	

		<ul style="list-style-type: none"> <li>● <b>Explain</b> the skills and qualities required to perform each job role well.</li> <li>● <b>Evaluate</b> the reasons why establishments have a varied staff team, advantages/disadvantages.</li> </ul>		
	Teaching Textiles			
<b>Summer T1</b>	<b>Assessment 2</b>			
	Teaching Textiles			
	Table setting	<p><b>Understand</b> the different settings and styles when preparing a table.</p> <p>Set a table to match the dishes they have created.</p> <p><b>To be able to</b> successfully prepare 2 napkin folds.</p>	<p>-Time management</p> <p>-Proportion, angles, distance, spacing</p> <p>-Mapping (recreating layouts from diagrams)</p>	
	Teaching Textiles			
	Intro to BTEC Courses			
	Teaching Textiles			
<b>Summer T2</b>	High skill practical			
	Teaching Textiles			
	<b>Summer Assessment</b>			
	Teaching Textiles			
	<b>GCSE Content</b>			
	Teaching Textiles			



	<b>GCSE Content</b>			
	Teaching Textiles			