

Subject Vision

“Give a man a fish, and he will be hungry again tomorrow; teach him to catch a fish, and he will be richer all his life.”

Food is a vital part of our lives and understanding how to cook and having a balanced diet is one of the most important life skills young people can have. At Ratton School we aim to develop a young person’s knowledge and understanding of food to ensure they leave school with the skills they need to live a happy and healthy life.

End Points

Students should...

EP1: Develop the skills and knowledge related to diet and health

EP2: Develop an awareness of customers and their different needs

EP3: Develop an understand of what influences food choice

EP4: have knowledge of the labelling of food

EP5: develop confident practical skills using tools and food safely and hygienically

EP 6: Understanding hospitality ad catering provision and how hospitality and catering providers operate (KS4 only)

Subject Domains of Knowledge

D1: know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.

D2: understand the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.

D3: use current healthy eating advice to choose a varied balanced diet for their needs and those of others.

D4: know that food is produced, processed and sold in different ways, e.g. conventional and organic

Subject Key Concepts

C1: use nutrition and allergy information on food labels to help make informed food and drink choices.

C2: use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.

C3: use equipment safely, being aware of others’ safety.

C4: modify recipes

C5: understand and use good food safety practices.

C6: know how to safely make use of leftovers.

farming, fair trade. ...know about the different stages in food production and processing.

D5: understand how geography, weather and climate influence the availability of food and drink.

D6: know about the different stages in food production and processing.

D7: compare the cost of food when planning to eat out or cook at home.

D8: understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.

D9: be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.

D10: understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.

D11: know that it is important to be aware of portion size when choosing food and drinks.

Units	Unit 1 : Getting Professional Project
Unit Overview	This project aims for the student to gain a deeper understanding of healthy eating and developing a greater range of practical skills.
Lesson Sequence	1. Nutrient - understand the nutrients found within different types of food by exploring healthy eating
	2. Stir fry - to understand how quality control checks impacts the success of making food
	3. Mac and Cheese - To understand how sources are thickened by making a roux sauce as part of a pasta bake
	4. Food Safety - to understand how to be safe and hygienic in the kitchen

	5. Sausage rolls - To understand how to safely handle raw meat to make sausage rolls
	6. Toad in hole - Today's learning: To understand how to make a batter mix rise and the importance of timings
	7. Omelette and egg theory - To understand the nutritional value of eggs and how to make a healthy meal using them
	8. Different recipes using egg practical - To understand the versatility of eggs in recipe development
	9. Egg Design Assessment Theory - To understand how to design a nutritious and skilful dish based on a brief and specification ASSESSMENT
	10. Carrot cakes - To understand the function of eggs in the baking of cakes
	11. Egg Practical Assessment - To understand how to work independently to produce a dish they have designed ASSESSMENT
	12. Energy Drinks - To understand what energy drinks are and the consequences of consuming them can be
	13. Shortbread - To understand how to make a biscuit dough and shape it in a complex way
	14. Jam Tarts - To understand how to make pastry by following the pastry making rules
	15. Free school Meals - To understand how to create nutritious meals within a budget
	16. Risotto - To understand how to make a healthy balanced meal, seasoning correctly and knowing when dishes are done.
	17. Muffins - to understand how to improve the nutritional value of dishes
	18. Bread Rolls - to understand the science behind bread making
Key Domains and Concepts taught in this Unit / Term	<p>D1: know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years.</p> <p>D3: use current healthy eating advice to choose a varied balanced diet for their needs and those of others.</p> <p>D6: know about the different stages in food production and processing.</p> <p>D7: compare the cost of food when planning to eat out or cook at home.</p>

	<p>D8: understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.</p> <p>D9: be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.</p> <p>D10: understand the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.</p> <p>D11: know that it is important to be aware of portion size when choosing food and drinks.</p> <p>C1: use nutrition and allergy information on food labels to help make informed food and drink choices.</p> <p>C2: use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending.</p> <p>C3: use equipment safely, being aware of others' safety.</p> <p>C4: modify recipes</p> <p>C5: understand and use good food safety practices.</p> <p>C6: know how to safely make use of leftovers.</p>
KS4 End Points	<p>EP1: Develop the skills and knowledge related to diet and health</p> <p>EP2: Develop an awareness of customers and their different needs</p> <p>EP3: Develop an understand of what influences food choice</p> <p>EP4: have knowledge of the labelling of food</p> <p>EP5: develop confident practical skills using tools and food safely and hygienically</p>
Declarative Knowledge (Students should know)	<p>Students should know...</p> <ul style="list-style-type: none"> • The different types of nutrients, their function and where they come from • What makes different diets different at different life stages • What a high risk food is • How prevent food poisoning- storage, preparing and cooking • The key temperatures for preventing bacteria growth • Different types of food poisoning bacteria, where is comes from and the consequences of it • The issues related to eggs

	<ul style="list-style-type: none"> To plan for their own practical dish The issues surrounding drinking energy drinks
Procedural Knowledge (Students should be able to do)	<p>Students should be able to...</p> <ul style="list-style-type: none"> Safely and accurately use a wide range of equipment with confidence Use a range of ingredients to produce high quality dishes Design and make their own dish using egg as the foundation Handle raw meat safely and hygienically Produce balanced meals Season dishes correctly Make dough and shape it
Developing T3 Literacy and Numeracy	Equipment - knife/ chopping board/ wooden spoon/ palette knife/ spatula/ fish slice/ colander/ oven/ thermometer/ food poisoning/ bacteria/ temperature/ binary fission/ free range/ allergy/ intolerance/ nutrients/ macronutrients/ micronutrients/ eatwell guide/ life stages/ balanced diet
Assessment (Summative and Formative)	<p>Assessment 1: practical assessment of macaroni and cheese</p> <p>Assessment 2: theory assessment of their design and plan for their egg dish</p> <p>Assessment 3: practical assessment of their own dish they choose using eggs</p>
Links to Prior Learning	<ul style="list-style-type: none"> Year 7- Eatwell guide/ time plans/ more complex skills based on foundation skills they learnt in Year 7/ safety in the kitchen Year 8- how to meet the needs of different consumer/ how to design and make a dish of their own/ building on the skills
Next steps in learning	KS3 Hospitality and Catering- following the GCSE specification
Common Barriers to	Lack of confidence and experience in the kitchen. May not have tried the food we will be cooking and this can cause them to not want to cook the dish.



Food & Nutrition Year 9

learning in this unit	
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