

### **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.

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

	5. <b>Sausage rolls</b> - To understand how to safely handle raw meat to make sausage rolls
	6. <b>Toad in hole</b> - Todays learning: To understand how to make a batter mix rise and the importance of timings
	7. <b>Omelette and egg theory</b> - To understand the nutritional value of eggs and how to make a healthy meal using them
	8. <b>Different recipes using egg practical</b> - To understand the versatility of eggs in recipe development
	9. <b>Egg Design Assessment Theory</b> - To understand how to design a nutritious and skilful dish based on a brief and specification <b>ASSESSMENT</b>
	10. <b>Carrot cakes</b> - To understand the function of eggs in the baking of cakes
	11. <b>Egg Practical Assessment</b> - To understand how to work independently to produce a dish they have designed <b>ASSESSMENT</b>
	12. <b>Energy Drinks</b> - To understand what energy drinks are and the consequences of consuming them can be
	13. <b>Shortbread</b> - To understand how to make a biscuit dough and shape it in a complex way
	14. <b>Jam Tarts</b> - To understand how to make pastry by following the pastry making rules
	15. <b>Free school Meals</b> - To understand how to create nutritious meals within a budget
	16. <b>Risotto</b> - To understand how to make a healthy balanced meal, seasoning correctly and knowing when dishes are done.
	17. <b>Muffins</b> - to understand how to improve the nutritional value of dishes
	18. <b>Bread Rolls</b> - to understand the science behind bread making
<b>Key Domains and Concepts taught in this Unit / Term</b>	<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>
<b>KS4 End Points</b>	<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>
<b>Declarative Knowledge (Students should know)</b>	<p>Students should know...</p> <ul style="list-style-type: none"> <li>• The different types of nutrients, their function and where they come from</li> <li>• What makes different diets different at different life stages</li> <li>• What a high risk food is</li> <li>• How prevent food poisoning- storage, preparing and cooking</li> <li>• The key temperatures for preventing bacteria growth</li> <li>• Different types of food poisoning bacteria, where is comes from and the consequences of it</li> <li>• The issues related to eggs</li> </ul>

	<ul style="list-style-type: none"> <li>To plan for their own practical dish</li> <li>The issues surrounding drinking energy drinks</li> </ul>
<b>Procedural Knowledge (Students should be able to do)</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>Safely and accurately use a wide range of equipment with confidence</li> <li>Use a range of ingredients to produce high quality dishes</li> <li>Design and make their own dish using egg as the foundation</li> <li>Handle raw meat safely and hygienically</li> <li>Produce balanced meals</li> <li>Season dishes correctly</li> <li>Make dough and shape it</li> </ul>
<b>Developing T3 Literacy and Numeracy</b>	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
<b>Assessment (Summative and Formative)</b>	<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>
<b>Links to Prior Learning</b>	<ul style="list-style-type: none"> <li>Year 7- Eatwell guide/ time plans/ more complex skills based on foundation skills they learnt in Year 7/ safety in the kitchen</li> <li>Year 8- how to meet the needs of different consumer/ how to design and make a dish of their own/ building on the skills</li> </ul>
<b>Next steps in learning</b>	KS3 Hospitality and Catering- following the GCSE specification
<b>Common Barriers to</b>	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

<b>learning in this unit</b>	
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