

# Food Technology Year 9 Long Term Plan 2018-19

Term	Topic (1 x classroom based lesson per week 1 x practical session)		Assessment Objectives /Learning Outcomes (EDUQAS Hospitality and Catering)	Knowledge	Skills and Differentiation	Lit/Num/SMSC	Assessment
Autumn 1	Healthy eating  21 <sup>st</sup> Century food related diseases/conditions  Basic nutrition  Balanced diet  Food symbols e,g traffic light system, food labelling	Practical Skill Development	<b>Yr9 Course Assessment Objectives as follows.</b> <b>LO1</b> Understand the importance of nutrition when planning meals <b>LO2</b> Understand menu planning	How to make healthy choices and adapting recipes. Greater understanding of obesity, diabetes, CHD, tooth decay. An understanding of macro and micro nutrients and their function in the body. Knowledge of which foods these nutrients come from. A sound definition of what a balanced diet is.  Introduction to practical knowledge of basic skills; chopping, whisking, combining, rubbing in, creaming. Recipe booklet provided.	Within practical work: according to ability. More able students will be stretched to select recipes with greater skills (assessment promotes this). Students requiring additional support may be offered TA in class support. Adaptations to practical work will be recommended to students in order to support these points.  Differentiation will be offered within written work as required. ICT is available to support students.	Numeracy: Measuring and weighing. Some scaling up (e.g scones). Looking at data related to daily food consumption (Jenny Ridgwell food analysis). Costs of recipes/foods chosen. Choosing foods within a budget. Conversions of recipes when required e.g cups to grams.  Literacy: Key words and definitions related to topics. Grasp of an acronyms for early knowledge building e.g EARS, DRVS etc. Developing exam style answers.  SMSC: Discussion around social choice of food, budgets, adapting recipes to	On-going practical development and assessment (weekly)  On-going homework tasks (weekly)  Quizzing and test on nutritional knowledge gleaned.
Autumn 2	Factors that affect food choice to include social, moral, environmental issues. Individual dietary needs; Food allergies and intolerances, vegetarianism, diabetes, different cultures. Research into user groups according to gender, age, physical activity, state of health etc.	Practical Skill Development (con'td).  Development of key recipes around specific nutritional needs e,g how to make a spaghetti Bolognese recipe suitable for a lacto vegetarian.  Investigate sauces/carbohydrate sources.		Knowledge built around the nutritional needs of key user groups and the benefits and limitations of good/poor choices.  Knowledge around different cultural aspects of food choice e.g Judaism, looking at choice linked to locality and accessibility and personal aspects related to food choice such as buying organic or	See above.	reduce costs or include seasonal or locally available produce. Looking at the cultural requirements of religious groups or use of foods from around the world.	Project based assessment linked to success criteria.  'Understand how to plan and produce dishes in response to a brief'

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				Fairtrade. Learners will look in to how foot miles and carbon footprint can affect food choice. Also weather.			
Spring 1	Health and Safety; self and environment. Food related causes of ill health Common types of food poisoning Symptoms of food induced ill health Food safety hazards Risks to food safety Control measures Food safety regulations	Practical work to illustrate attention to food safety and hygiene. This builds evidence for the students' portfolio.		Looking at correct clothing and personal hygiene. Learning about contamination types. Assessing risks in the domestic kitchen and on a commercial scale. Developing practical skills around use of appropriate and correct equipment.			Practical assessment applying knowledge.
Spring 2	Food Groups and provenance to include work around: The main food groups Foods from a range of sources e.g farm grown, reared, processed, manufactured.	Key practical work around the main food groups: Pasta, Rice, Bread, Fruit and Vegetables. Combine these with looking at the effects of ingredients e.g aeration, thickening.  (Work towards Unit 2 Developing and preparation of cooking skills NCFE )		Qualities of key ingredients; taste, texture, aroma and appearance, nutritional value. Developing recipe from key ingredients. Looking at how ingredients feed in to the Eatwell Guide. Enhancement of ingredients e.g sauce making and developing knowledge of this.  (			Written exam – knowledge acquired to date. Key themes set for revision.
Summer 1	Mock Unit 2	(Work towards Unit 2  Practical related to Assessment Brief  Practical skills to be considered throughout the course include: simmering, boiling, chopping, stir frying, grilling, shallow frying, microwaving, roasting,		TBC			UMS marks awarded for each section according to Eduqas guidance when published. Students can achieve a L1Pass-L2 Distinction according to these marks.

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		steaming, poaching, sautéing, baking, stewing, casseroling, sauce making, creaming, rubbing in, peeling.  Effects of ingredients: Aeration, shortening, thickening, setting.					
Summer 2	(See Summer1) Cont'd	.See above					Summer exam (previous Eduqas questions). In class.