

## Subject: Food Technology year 9

### Long-term plan



ST. MARY MAGDALENE  
C OF E SCHOOL  
PENINSULA CAMPUS  
Excellence through innovation,  
founded in faith since 1840.

### 20 weeks per rotation

### 20 hours of Food per rotation

This scheme of work has been developed to enable pupils to secure and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a wider range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider: food and its functions; and consumer issues/requirements.

#### Aims

- Pupils will extend their knowledge and understanding of food, diet and health.
- Pupils will extend food preparation and cooking techniques.
- Pupils will extend their knowledge of food provenance and consumer information.
- Pupils will extend and apply their knowledge of consumer food and drink choice.
- Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people.
- Pupils will evaluate and test their ideas and the work of others, and make recommendations for improvements.

#### Learning outcomes overview

Pupils will:

- apply the principles of *The Eatwell Guide* and relate this to diet through life;
- list and explain the dietary needs throughout life stages;
- investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;
- explain the characteristics of ingredients and how they are used in cooking;
- adapt and follow recipes to prepare and cook a range of predominately savoury dishes;
- secure and demonstrate a range of food skills and techniques;
- secure and demonstrate the principles of food hygiene and safety in a range of situations;
- secure and demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;
- extend and consolidate their literacy and numeracy skills by using them purposefully in a range of everyday situations.

#### Prior learning

Pupils will build on their learning in Year 8: knowledge and skills include:

- describing and applying *The Eatwell Guide* and the 8 tips for healthy eating;
- explaining energy and needs through life;
- explaining key nutrients, sources and functions;
- developing and demonstrating a knowledge of the source and seasonality of a range of ingredients;
- developing and demonstrating a range of food skills and techniques;
- developing and demonstrating the principles of food hygiene and safety;
- using a variety of ingredients and equipment to prepare and cook a range of more complex dishes;
- using and adapting recipes;
- developing and applying a knowledge of food science;
- developing and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.

## Long Term Plan

Week	Month	Learning Intentions and/or Key Questions
Aut1-1	September	Hygiene, health and safety focus. Students' knowledge, skills and understanding in relation to the preparation, cooking, presentation of food and application of nutrition, with a main focus of Hygiene, Health and Safety in the kitchen.
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	Over 2-3 lessons pupils will cook whilst applying hygiene and safety learning. Each lesson will have a main evaluative focus on H&S.  <b>Theory</b> <b>Food, nutrition and health and safety.</b>  <b>Week 1:</b> To understand the food technology classroom; where equipment goes and how to store it so that the room remains safe. Understanding common H&S issues that arise in the food room and how to prevent them  <b>Week 2:</b> To understand good food hygiene and how bacteria grows. To learn and apply the 4C's of food hygiene (cleaning, cooking, chilling, cross-contamination)  <b>Week 3:</b> Apple crumble practical. To understand and apply hygiene rules whilst cooking with fruit and safety rules whilst using a sharp knife and a hot oven. Learning the 'rubbing-in' technique.  <b>Week 4:</b> Evaluation of hygiene and safety practice in the food room. Application of learning.  <b>Week 5:</b> Chicken Fajitas. To understand and apply hygiene rules whilst cooking poultry and safety rules whilst using a sharp knife, a grater and a frying pan/hob heat.  <b>Week 6:</b> Homemade burgers. To understand and apply hygiene rules whilst cooking with egg and beef, and safety rules whilst using the grill.  <b>Week 7:</b> End of unit test. (Hygiene and Health & Safety). 15 multiple choice questions, one 5 mark question and one 10 mark question. Total: 40 marks.
Aut1-6		
Aut1-7		
		<b>Half term holiday</b>
Aut2-1	November	Hygiene, health and safety focus. Students' knowledge, skills and understanding in relation to the preparation, cooking, presentation of food and application of nutrition, with a main focus of Hygiene, Health and Safety in the kitchen.
Aut2-2		
Aut2-3		
Aut2-4		
Aut2-5	December	Over 2-3 lessons pupils will cook whilst applying hygiene and safety learning. Each lesson will have a main evaluative focus on H&S.  <b>Theory</b> <b>Food, nutrition and health and safety.</b>  <b>Week 1:</b> To understand the food technology classroom; where equipment goes and how to store it so that the room remains safe. Understanding common H&S issues that arise in the food room and how to prevent them  <b>Week 2:</b> To understand good food hygiene and how bacteria grows. To learn and apply the 4C's of food hygiene (cleaning, cooking, chilling, cross-contamination)
Aut2-6		
Aut2-7		

		<p><b>Week 3:</b> Apple crumble practical. To understand and apply hygiene rules whilst cooking with fruit and safety rules whilst using a sharp knife and a hot oven. Learning the 'rubbing-in' technique.</p> <p><b>Week 4:</b> Evaluation of hygiene and safety practice in the food room. Application of learning.</p> <p><b>Week 5:</b> Chicken Fajitas. To understand and apply hygiene rules whilst cooking poultry and safety rules whilst using a sharp knife, a grater and a frying pan/hob heat.</p> <p><b>Week 6:</b> Homemade burgers. To understand and apply hygiene rules whilst cooking with egg and beef, and safety rules whilst using the grill.</p> <p><b>Week 7:</b> End of unit test (Hygiene and Health &amp; Safety). 15 multiple choice questions, one 5 mark question and one 10 mark question. Total: 40 marks.</p>
		<b>Christmas holiday</b>
Spr1-1	January	<p>Food Investigation: Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <ul style="list-style-type: none"> <li>• Different flours to make bread</li> <li>• How eggs coagulate and why</li> <li>• The active ingredients in a sponge cake.</li> </ul>
Spr1-2		
Spr1-3		
Spr1-4		
Spr1-5		
Spr1-6	February	<p><b>Theory</b> <b>Food Science</b></p> <p><b>Week 1:</b> Dough ball experiment. To investigate the best flour for bread making. Five different flours, one controlled method, five groups of 6 pupils, each group works with one flour type and each student makes 5 doughballs in their given flour type. 30 dough balls of each flour type produced (1 of each flour) to take home where pupils will carry out taste test.</p> <p><b>Week 2:</b> Experiment write up. Mimicking a NEA1 write up.</p> <p><b>Week 3:</b> To understand and explain the term coagulation. To carry out a coagulation experiment – a fried egg and a poached egg, analysing the differences when cooking.</p> <p><b>Week 4:</b> Sponge cake practical. To understand the function of all of the ingredients in a sponge cake.</p> <p><b>Week 5:</b> Written exam.</p> <p><b>Week 6:</b> Peer review/feedback and consolidating learning.</p>
		<b>Half term holiday</b>
Spr2-1	March	<p>Food Investigation: Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <ul style="list-style-type: none"> <li>• Different flours to make bread</li> <li>• How eggs coagulate and why</li> <li>• The active ingredients in a sponge cake.</li> </ul>
Spr2-2		
Spr2-3		
Spr2-4		
Spr2-5		
Spr2-6		
		<p><b>Theory</b> <b>Food Science</b></p>

		<p><b>Week 1:</b> Dough ball experiment. To investigate the best flour for bread making. Five different flours, one controlled method, five groups of 6 pupils, each group works with one flour type and each student makes 5 doughballs in their given flour type. 30 dough balls of each flour type produced (1 of each flour) to take home where pupils will carry out taste test.</p> <p><b>CCL – Science Starches in year 7 Spring 1 'Diet &amp; Health'</b></p> <p><b>Week 2:</b> Experiment write up. Mimicking a NEA1 write up.</p> <p><b>Week 3:</b> To understand and explain the term coagulation. To carry out a coagulation experiment – a fried egg and a poached egg, analysing the differences when cooking.</p> <p><b>CCL – Coagulation links with science, they teach it in Science year 7 term 2. They teach food tests in proteins and fats.</b></p> <p><b>Week 4:</b> Sponge cake practical. To understand the function of all of the ingredients in a sponge cake.</p> <p><b>Week 5:</b> Written exam.</p> <p><b>Week 6:</b> Peer review/feedback and consolidating learning.</p>
	April	<b>Easter holiday</b>
Sum1-1	May	<p>Students will learn how to plan a menu including dietary/user requirements, costings, nutritional values, and presentation. They will also cook at least three dishes (two savory, one sweet) with focused evaluations.</p> <p>They will prepare, cook and present a final menu of three dishes thinking about presentation and advertising. This will be planned over the course of the half term and each lesson will contribute to them creating a portfolio of their work.</p> <p><b>Theory</b>  <b>Food choice</b>  <b>Food Provenance</b>  <b>Dietary requirements</b>  <b>Costings</b>  <b>Nutrition</b>  <b>Presentation and advertisement</b></p>
Sum1-2		
Sum1-3		
Sum1-4		
Sum1-5		
Sum1-6		
	June	<b>Half term holiday</b>
Sum2-1	July	<p>Students will learn how to plan a menu including dietary/user requirements, costings, nutritional values, and presentation. They will also cook at least three dishes (two savory, one sweet) with focused evaluations.</p> <p>They will prepare, cook and present a final menu of three dishes thinking about presentation and advertising. This will be planned over the course of the half term and each lesson will contribute to them creating a portfolio of their work.</p> <p><b>Theory</b>  <b>Food choice</b>  <b>Food Provenance</b>  <b>Dietary requirements</b>  <b>Costings</b>  <b>Nutrition</b></p>
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5		
Sum2-6		
Sum2-7		

## Medium Term plan

Lesson	Learning objectives.
1	<p>Find out any allergies/intolerances – write on chart in classroom!            To introduce pupils to their year 9 booklet.            To recall the hygiene and safety rules in the food tech classroom.            To explain the importance hygiene, H&amp;S in the food room and at home.</p> <p><b>HW:</b> food storage and washing up homework</p>
2	<p>To describe good food hygiene and explain why it is needed.            To describe and explain how bacteria grows on food, including food poisoning.            To identify the 4 C's of food hygiene and be able to apply them to cooking scenarios.            To start mini assessment on food hygiene and H&amp;S.</p> <p><b>HW:</b> Finish assessment questions</p>
3	<p>To develop and demonstrate the principles of food hygiene and safety, focusing on fruit, use of knives, the hob, and oven.            To develop and demonstrate measuring, knife skills, using the hob (boiling and simmering), the rubbing'in technique, and the oven to prepare and cook <b>Apple Crumble</b>.</p> <p><b>HW:</b> TBC</p>
4	<p>To explain the techniques and methods used last lesson to create an apple crumble.            To describe the procedures followed to ensure adequate hygiene, H&amp;S were followed during the apple crumble practical.            Self-evaluate individual application of learning during the apple crumble practical.            To reflect on how individual practice can be improved for the next practical lesson.</p> <p><b>HW:</b> watch a video which shows correct handling of poultry to adhere to good hygiene practice.</p>
5	<p>To develop and demonstrate the principles of food hygiene and safety, focusing on handling poultry, using sharp knives, small pieces of electrical equipment and the hob.            To develop and demonstrate measuring, knife skills, and using the hob to prepare and cook <b>Chicken Fajitas</b>.</p> <p><b>HW:</b> Self-evaluation to reflect and evaluate individual hygiene, H&amp;S practice.</p>
6	<p>To develop and demonstrate the principles of food hygiene and safety, focusing on handling eggs and beef, small pieces of electrical equipment and the grill.            To develop and demonstrate measuring, shaping/forming, and using the grill to prepare and cook <b>Homemade beef burgers</b>.</p> <p><b>HW:</b> Self-evaluation to reflect and evaluate individual hygiene, H&amp;S practice.</p>
7	<p>End of unit test – Hygiene, Health and Safety focus.            15 multiple choice questions            5 mark question</p>

	10 mark question (40 marks)
8	Dough ball experiment. To investigate the best flour for bread making. Five different flours, one controlled method, five groups of 6 pupils, each group works with one flour type and each student makes 5 doughballs in their given flour type. 30 dough balls of each flour type produced (1 of each flour) to take home where pupils will carry out taste test. <b>Dough Balls</b>
9	Experiment write up. Mimicking a NEA1 write up. <b>HW:</b> To complete NEA1 write up.
10	To understand and explain the term coagulation. To carry out a coagulation experiment – a fried egg and a poached egg, analysing the differences when cooking. <b>CCL – Coagulation links with science, they teach it in Science year 7 term 2. They teach food tests in proteins and fats.</b>
11	Sponge cake practical. To understand the function of all of the ingredients in a sponge cake. <b>HW:</b> to find out the active ingredients in a cake.
12	Written exam.
13	Peer review/feedback and consolidating learning.
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15	
16	
17	
18	
19	
20	

### Differentiated learning outcomes summary

All pupils will: <b>grade 3- to 4- (and below if not meeting this criteria)</b>	Most pupils should: <b>Grade 4 to 5</b>	Some pupils will progress further: <b>Grade 5+ to 6+ (and above if exceeding this criteria)</b>
<p>Carry out at least 7 practical cooking lessons, making a range of dishes with some independence.</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Explain the dietary needs of children and young people, and other key life stages</p> <p>Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.</p> <p>Recognise and explain food certification and assurance schemes.</p> <p>Explain the characteristics of some ingredients and how they are used in cooking.</p> <p>Carry out practical tests to demonstrate the characteristics of ingredients. Evaluate and explain the outcomes with some understanding.</p> <p>Plan and create a dish suitable for a specific need.</p>	<p>Carry out with skill and accuracy at least 7 practical cooking lessons, making a range of dishes.</p> <p>Explain, secure and demonstrate the principles of food safety and hygiene when preparing and cooking ingredients. Mostly independently.</p> <p>Explain the dietary needs of children and young people, and other key life stages and apply this knowledge when planning and preparing dishes.</p> <p>Explain information available to the consumer regarding food labelling, availability, traceability, and animal welfare.</p> <p>Recognise and explain the role of food certification and assurance schemes.</p> <p>Explain the characteristics of a range of ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients. Explain and evaluate the outcomes with good understanding.</p> <p>Plan and create a meal suitable for a specific need.</p>	<p>Independently, with skill and accuracy carry out at least 7 practical cooking lessons, making a range of dishes.</p> <p>Describe, secure and independently demonstrate the principles of food safety and hygiene when preparing and cooking ingredients.</p> <p>Independently apply their knowledge of the dietary needs of children and other key life stages when planning and preparing dishes. Explain how diet related disorders and their causes can be addressed through planning and preparation of dishes.</p> <p>Appraise information available to the consumer regarding food labelling, availability, traceability, and animal welfare.</p> <p>Recognise and explain food certification and assurance schemes and their benefit to the consumer.</p> <p>Independently explain the characteristics of a wide range of ingredients and how they are used in cooking. Carry out practical tests to demonstrate the characteristics of ingredients and evaluate and explain the outcomes with secure understanding of how the science works.</p>

<p>With some assistance write a plan for a dish to meet a specified need.</p> <p>Create a practical plan for the preparation and cooking of a dish with guidance.</p> <p>Create a dish with support.</p> <p>Evaluate the planning and making of their dish using some sensory words and some technical terms.</p>	<p>Write a plan for a recipe for a meal to meet a specified need.</p> <p>Create a practical plan for the preparation and cooking of a meal.</p> <p>Create a meal.</p> <p>Evaluate the planning and making of their meal, using sensory words and technical terms, recommending any modifications.</p>	<p>Plan and create a meal suitable for a specific need.</p> <p>Independently write a plan for a meal to meet a specified need.</p> <p>Create a detailed practical plan for the preparation and cooking of a meal.</p> <p>Independently, and with accuracy, create a meal. Evaluate the planning and making of their meal, using more complex sensory words and technical terms, recommending any modifications giving reasons.</p>
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**National Curriculum** (focus areas for Year 9 shown in bold)

<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>▪ Through a variety of creative and practical activities, pupils should be taught the knowledge understanding and skills needed to engage in an iterative process of designing and making.</li> <li>▪ When designing and making, pupils should be taught to:</li> <li>▪ Design</li> <li>▪ Use research and exploration, such as the study of different cultures, to identify and understand user needs</li> <li>▪ Identify and solve their own design problems and understand how to reformulate problems given to them</li> <li>▪ <b>Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations</b></li> <li>▪ Use a variety of approaches, to generate creative ideas and avoid stereotypical responses</li> <li>▪ Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and <b>mathematical modelling</b>, oral and digital presentations and computer-based tools</li> <li>▪ Make</li> <li>▪ <b>Select from and use specialist tools, techniques, processes, equipment</b> and machinery precisely, including computer-aided manufacture</li> <li>▪ Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties</li> <li>▪ Evaluate</li> <li>▪ Analyse the work of past and present professionals and others to develop and broaden their understanding</li> <li>▪ <b>Investigate new and emerging technologies</b></li> <li>▪ <b>Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups</b></li> <li>▪ Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists</li> </ul>	<p><b>Cooking and nutrition</b></p> <p><b>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</b></p> <ul style="list-style-type: none"> <li>▪ <b>Pupils should be taught to:</b></li> <li>▪ <b>Understand and apply the principles of nutrition and health</b></li> <li>▪ <b>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</b></li> <li>▪ <b>Become competent in a range of cooking</b></li> <li>▪ <b>Understand the source, seasonality and characteristics of a broad range of ingredients.</b></li> </ul> <p><b>KS4 development:</b> AO1: Demonstrate knowledge and understanding of food, cooking and nutrition.</p>
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	<p>AO2: Apply knowledge and understanding of food, cooking and nutrition.</p> <p>AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.</p> <p>AO4: Analyse and evaluate different aspects of food, cooking and nutrition, including food made by themselves and others.</p>
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