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.

Long-term plan

12/14 weeks per rotation
24/26 hours of FT per year
24/26 hours of PD per year
24/26 hours of GD per year

Autumn term: 14 weeks 7+7
Spring term: 12 weeks 6+6
Summer term: 13 weeks 6+7

This LTP is designed to be delivered in different orders. Please see rotations spreadsheet to confirm which rotation you are teaching per term.

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. Over 2-3 lessons pupils will cook whilst applying hygiene and safety learning. Each lesson will have a main evaluative focus on H&S. **Theory** **Food, nutrition and health and safety.** **Week 1:** 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 **Week 2:** To understand good food hygiene and how bacteria grows. To learn and apply the 4C's of food hygiene (cleaning, cooking, chilling, cross-contamination) **Week 3:** 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. **Week 4:** Evaluation of hygiene and safety practice in the food room. Application of learning. **Week 5:** 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. **Week 6:** Homemade burgers. To understand and apply hygiene rules whilst cooking with egg and beef, and safety rules whilst using the grill. **Week 7:** End of unit test. (Hygiene and Health & Safety). 15 multiple choice questions, one 5 mark question and one 10 mark question. Total: 40 marks.
Aut1-2		
Aut1-3		
Aut1-4		
Aut1-5	October	
Aut1-6		
Aut1-7		
		Half term holiday

Aut2-1 Aut2-2 Aut2-3 Aut2-4 Aut2-5	November	Food Investigation: Students' understanding of the working characteristics, functional and chemical properties of ingredients. • Different flours to make bread • How eggs coagulate and why • The active ingredients in a sponge cake. **Theory** **Food Science** **Week 1:** 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. **CCL – Science Starches in year 7 Spring 1 'Diet & Health'** **Week 2:** Experiment write up. Mimicking a NEA1 write up. **Week 3:** 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. **CCL – Coagulation links with science, they teach it in Science year 7 term 2. They teach food tests in proteins and fats.** **Week 4:** Sponge cake practical. To understand the function of all of the ingredients in a sponge cake. **Week 5:** Written exam. **Week 6:** Peer review/feedback and consolidating learning.
Aut2-6 Aut2-7	December	
		Christmas holiday
Spr1-1 Spr1-2 Spr1-3 Spr1-4 Spr1-5	January	Students will design and make a prototype for a logo, bottle design and advertisement for a new soft drinks company. The project will include using freehand and pictorial sketches as well as 2D and 3D designs. Students will investigate famous artists and graphic designers to help them to design their own packaging and poster that could be used as part of a marketing campaign for a new drinks company that will sell soft drinks. Students will also go able to use CAD as part of the project when designing their drinks packaging and their poster. Students will make a life size prototype. Pupils will: • Produce a name of a new soft drinks company • Design a logo for the company **Formative assessment of booklets/designs at week 3 and 5** **Week 1:** To understand the brief by using analysis skills, brainstorming, sketching. To understand what is meant by 'target market' and describe a typical customer for your brand. **Week 2:** To understand colour theory and typeface uses. To apply colour theory and typeface meanings to logo designs. **Week 3:** To understand iterative design. To be able to respond to feedback and develop initial ideas.
Spr1-6	February	

		Week 4: To learn basic tools on photoshop and how to use them. **Week 5:** To use developed logo designs and apply understanding of photoshop. To be able to create an initial digital logo design. **Week 6:** To analyse packaging and understand what needs to be on a label. **Week 7:** To embed iterative design, responding to digital logo design feedback.
		Half term holiday
Spr2-1 Spr2-2 Spr2-3 Spr2-4 Spr2-5 Spr2-6	March	• Create packaging designs • Creating a promotional poster • Sublimation printing **Summative assessment of booklets/designs/packaging/posters as well as written assessment.** **Week 1:** To develop ability to create multiple designs. To create initial designs for a label for your drinks bottle. **Week 3:** To use feedback to develop your label into a final design. **Week 4:** Analyse existing advertisement posters. To research poster designers and create responses to their design style. **Week 5:** Apply all leaning this far to complete a finalised poster for your new drink **Week 6: Written Exam** **Week 7:** To summarise learning and evaluate individual progress (PCL)
	April	**Easter holiday**
Sum1-1 Sum1-2 Sum1-3 Sum1-4 Sum1-5 Sum1-6	May	Students will design and make a 3D product using either wood, metal or plastic. The project will include sketching and modelling to develop their product. Students will also be able to use CAD/CAM as part of the project as well as learning about the strip heater and vacuum former Pupils will: • Follow the design process to create a fully functioning prototype **Week 1:** To understand the brief by using analysis skills and mind mapping To understand what is meant by 'target market' **Week 2:** To understand what a specification is and how it is used to develop design ideas **Week 3:** To be able to respond to feedback selecting the best idea fully evaluated and presented to a high standard

		Week 4: To be able to develop chosen idea through modelling in card. Produce an orthographic drawing and cutting list **Week 5:** Know what an exploded view is and produce a parts list **Week 6:** Making practical activities. Producing a sequence drawing **Week 7:** Making practical activities. Producing a sequence drawing. Using 2D design to prepare for CAD/CAM
	June	**Half term holiday**
Sum2-1		**Week 1:** Making practical activities. Understand and demonstrate practical skills and use of a strip heater **Week 2:** Be able to design the mould for use with the Vacuum Former. Making practical activities. **Week 3:** Making various practical activities **Week 4:** Be able to edge/surface finish and be able to apply a finish to final outcome **Week 5:** Exam **Week 6:** Be able to photograph and fully evaluate product against Design Brief and Specification
Sum2-2		
Sum2-3		
Sum2-4		
Sum2-5	July	
Sum2-6		
Sum2-7		