## CURRICULUM MAP Year 9 Food & Nutrition Practical Skill Enhancement and Food Choices



							EOR Assessment Point
							Formative Assessment
						Rotation Weeks 9 and 10 / 19 /	End of unit written test
				Rotation Weeks: 7 and 8 / 17 and 18 /	Assessment Point: Summative or AFL	28 and 29 / 38 and 39 Overarching unit intent:	<u>Key Disciplinary</u> <u>Knowledge</u>
			Rotation Weeks:	26 and 27 / 36 and 37 Overarching unit	Practical Assessment		Food Choice
			5 and 6 / 15 and 16 / 24 and 25 / 34 and 35	intent:	Asian Cuisine practical =	What is quality control?	Nutrition
	Rotation Weeks: 3 and 4 / 13 and 14 /	Assessment Point: Summative or AFL	Overarching unit intent:	How can food affect the body – sort and long	photo evidence	What is the function of yeast in bread making?	Practical Skills
Rotation Weeks:	22 and 23 / 32 and 33 Overarching unit	Literacy Assessment	What is product	term effects? What food related	Key disciplinary knowledge	What do the terms kneading and proving	Use of equipment
1 and 2 / 11 and 12 / 20 and 21 / 30 and 31 Overarching unit	<u>intent:</u> What is Fairtrade?	Keyword spelling and definitions <b>Key disciplinary</b>	analysis and why is it useful in product development?	illnesses are there? How can they be	Food Choice	mean?	<u>Key Concepts</u>
<u>intent:</u> Year 8 Recap: Can	Can a variety of	knowledge	How can we replicate	prevented?	Nutrition	What are the functions of each ingredient in	Demonstration of more complex practical skills
nutrients be categorised and	Fairtrade products be identified?	Food Choice	convenience snack pots using our own practical	What does gratin mean and how does the	Practical Skills	bread?	independently
functions explained	Can practical skills be	Nutrition	skills?	structure of cheese change when melted?	Use of equipment	How can a quality finish be applied to bread?	Ability to discuss a variety of choices that could be
Health & Safety Recap	demonstrated independently with recipes provided?	Practical Skills Use of equipment	What is CHD? Can take away foods be	How can dishes be adapted to reduce the	Key Concepts	What is a coeliac?	considered when buying food, including cultural
What is free range? What is battery	How does dove tailing	Key Concepts	made at home easily using fresh ingredients?	risk of obesity or coronary heart disease	Demonstration of more complex practical skills	What other food allergies and	range
farming?	work in a food practical?	Demonstration of more complex practical skills	How do we increase	How are ready meals	independently	intolerances are there?	Thorough planning of practical activities that
How do morals affect food choice?	How can we identify different cultures in	independently Ability to discuss a	vitamin content in 'fake away' dishes?	affecting food related disease – can we design food that could reduce	Ability to discuss a variety of choices that could be considered		demonstrate food preparation knowledge
How can the environment affect	recipes and menus?	variety of choices that could be considered	Is it better to buy locally produced foods?	risk?	when buying food, including cultural range		
food choice for the consumer?	<u>First two weeks of</u> rotation - revisit:	when buying food, including cultural range	<u>3<sup>rd</sup> and 4<sup>th</sup> weeks of</u> rotation revisit:	5 <sup>th</sup> and 6 <sup>th</sup> weeks of <u>rotation revisit:</u> How did the product	Thorough planning of practical activities that	7 <sup>th</sup> and 8 <sup>th</sup> week of rotation revisit:	
What are carbon emissions?	What moral choices can we make with the ingredients we use?	Thorough planning of practical activities that demonstrate food preparation knowledge	What ingredients could have travelled the furthest/ Any Fairtrade?	analysis activity aide the design and production of your Asian dish?	demonstrate food preparation knowledge	What are the effects of coronary heart disease?	

With God all things are possible Matthew 19:26



## **COVID** Recovery Plan – Year 9 Food.

With the school risk assessment stating practical work must be reduced to avoid contamination across year group bubbles. It is the intention to teach <u>Year 9 Food rotation 1</u> as teacher demonstrations whilst keeping the theory work the same.

Where practical demonstrations are carried out, pupils will have verbal questioning throughout and a formatted worksheet to complete that allows them to highlight key hygiene and safety points as well as answer key questions as identified in the curriculum plan. Where it is safe to do so, (letter home to parents to explain the structure of home cooking) pupils will make the food product as home under parental supervision. The letter to parents will provide an ingredients list and pupils will be given a suitable home cooking recipe book relating to the curriculum map coverage.

Teacher demonstrations:

Chicken Pasta Bake Banana and chocolate chip muffins Curry and rice Sweet and Sour chicken Savoury plait Noodle dish Enchiladas Bread shapes Pizza Production

All of the above will be included in the recipe book as well as homemade curry paste / lemon muffins / savoury tartlets / red velvet cupcakes / lasagne to allow extra challenge / easier option recipes to suit all pupils and give options with equipment availability at home.