

Curriculum Intent

Food Preparation and Nutrition welcomes all levels of chefs in year 9 with the aim to nurture and encourage a love of food and cooking, developing their technical and practical knowledge and understanding.

We will provide students with technical skills knowledge and encourage them to develop lifelong skills enabling them to create; balanced, healthy and nutritious dishes.

Additionally, Students will gain the skills needed to successfully adapt dishes enabling them to make healthier choices, alter dishes for different dietary needs as well as understanding flavours and cooking methods from different cuisines further reinforcing our international

Term 1 | Food Choices

Students will learn:-

Food choice related to religion, culture, ethical and moral beliefs and medical conditions

What does excellence look like?

- Students can confidently identify suitability of meals from their ingredients.
- Students can display and explain the impact on the body when the wrong food is consumed by someone with a medical condition.
- Students can debate confidently the ethical considerations of different diets.

How is homework used to enhance learning?

- Students are guided through the use of effective cleaning.
- Booklet and activity work in lesson.
- BBC Bitesize.
- Home experiments.
- Students are introduced to AQA Specification and textbooks for reference.
- GCSE bitesize

How will we assess impact?

- Assessment in booklets.
- Health and safety quiz.
- Peer and self assessment.
- Practical assessments

Knowledge, understanding & Skills

- Students will learn the different types of vegetarian.
- They will be able to make food choices and adaptations as a result.
- Students gain an understanding of meat alternatives and their source ingredients.
- Students discuss how different diets may impact the “eat well plate” considering deficiencies and excesses and how to modify dishes to keep the needs of the body.
- Students learn about Veganism, Lactose intolerance, Coeliac disease and other dietary illness.
- Students learn and consider both religious and ethical based diets.



Term 2 | Food Choices II

Students will learn about:-

Food choice related to religion, culture, ethical and moral beliefs and medical conditions

Knowledge, understanding & Skills

- Food choice linked to the following religions and cultures: Buddhism, Christianity, Hinduism, Islam, Judaism, Rastafarianism and Sikhism
- Food choice linked to the following ethical and moral beliefs: animal welfare, fairtrade, local produce, organic, Genetically Modified (GM) foods
- Food choice linked to food intolerances (gluten and lactose) and the following allergies: nuts, egg, milk, wheat, fish and shellfish.
- When selecting some recipes students should explain and justify their reasons for choice.
- Select, modify and make recipes for different religions, cultures and dietary groups.



What does excellence look like?

Using a knife safely

- Chopping
- Dicing
- Juliennening

Using a cooker

- Hob – Boiling
- Hob – Frying
- Hob – Poaching
- Hob - Steaming
- Hob – Frying using a Wok
- Oven – Roasting
- Oven – Baking

Measuring

- Using a measuring jug
- Scales
- TSP – TBSP
- Using new equipment
- Tongs
- Masher
- Cookie cutters
- Palette knife
- Spatula
- Garlic crush
- Pasta Machine
- Electric Whisk
- Food Processor

How is homework used to enhance learning?

Students work from a booklet that includes quiz's, activities, exemplars.

Students are provided graded exemplars for most activities. Students are provided assessment criteria's for assessment activities in booklets.

H/W – further research (developing research and extended writing skills) on a Dietary requirement of their choice.

Adapting a recipe for dietary requirements using descriptive language (extending writing) book assessment.

How will we assess impact?

Same as above.

Y9 theory assessment/ Exam

Y9 Practical skills assessment.



Term 3 | Factors that Influence Food Choice

Students will learn about:-

To know and understand factors which may influence food choice.

Knowledge, understanding & Skills

The following factors in relation to food choice:

- physical activity level (PAL)
- celebration/occasion
- cost of food
- preferences
- enjoyment
- food availability
- healthy eating
- income
- lifestyles
- seasonality
- time of day
- time available to prepare/ cook.

Students must be able to cost recipes and make modifications.

What does excellence look like?

As above.

- Continue to cook with the following factors involved.
- Students should be able to understand and calculate total cost and portion costs.

Students apply their maths knowledge to costing and ratios.

How is homework used to enhance learning?

H/W – Students to do a virtual shop and able to create the same or similar shop as their weekly shop whilst considering dietary needs.

How will we assess impact?

As term one
Y9 Practical skills assessment



International Opportunities

Visits Programmes

Dinard French market
Rennes gourmande (guided tour) – food related visit
Les Halles.
La Camargue – Rice culture.
Le moulin à l'huile – talk about how to make olive oil – oil making mill.
Toledo - buffet lunch in local restaurant
González Byass – Winery
Arcos - visit to El Rancho Cortesano (Bee/Honey Museum) - workshop

Within the curriculum

- International dishes include, Sloppy Joe's, Chicken Koftas, Mexican Bean Salad
- Learn about the impact of GM products from around the World on our health and environment.
- Learn about the impact of our diets on the World e.g. meat consumption and rearing on land-use and global emissions and how consumption of meat varies across continents.
- Learn about different diets based on religious beliefs.
- Learn about how we can combat malnutrition globally.