

Year 9 Big Picture – Food

Introduction

In Year 9 the emphasis is on skills development & how to combine a wider range of skills within a single dish to prepare & cook dishes that are classified as high-level complex dishes such as chicken shawarma and Lebanese flatbread as well as garnishing and food presentation techniques. This unit plan 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 consumer issues, food and its functions and new trends in food.

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

Through the unit plan, 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.
- 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.
- investigate and discuss new food trends.
- 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

Monday 4th September 2023 INSET DAY 1 Only Staff in School

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Tuesday 5th September 2023 First day of term YEAR 7 ONLY

Wednesday 6th September 2023 ALL YEARS IN SCHOOL

Autumn 01 2023 Weeks 1 – 7 (7 weeks) -- OCTOBER HALF TERM	Autumn 02 2023 Weeks 8 – 15 (7 weeks) - CHRISTMAS	Spring 01 2024 Week 16- 22 (7 weeks) FEBRUARY HALF TERM
<p>Content Recall and extend knowledge of hygiene, safety and equipment in a food room Food poisoning bacteria and symptoms Equipment Risk assessment and contamination Vegetables nutrients and storage <u>Practical's and skills</u> Chicken Jalfrezi and rice-boiling, peeling, slicing, dicing, de seeding, cross contamination, frying, garnishing Mini carrot cakes- baking, weighing, grating, creaming, portioning Lebanese flatbread – Slicing, Dicing, Frying, Garnishing Kneading, Shaping, Marinade, Seasoning, Massaging, Baking <u>Cultural capital</u> - teamwork, individual and independent work during practical lessons. Cooking a range of dishes from different countries and cultures Reading and following recipes Knowing how to work safely in a kitchen. Able to identify healthier ingredients when cooking.</p>	<p>Content Macro nutrients Micronutrients (vitamins) <u>Practical's and skills</u> Chicken quesadilla - Slicing, Dicing, Deseeding, Grating, Frying, Grilling, Melting, Cross contamination Chicken shawarma and flat bread - Slicing, Dicing, Frying, Garnishing, Kneading, Shaping, Marinade, Seasoning Lasagne – Peeling, Slicing, Dicing, Grating, Combining, Roux Blending, Sautéing, Browning, Simmering, Ragu sauce, Baking <u>Cultural capital</u> - teamwork, individual and independent work during practical lessons. Cooking a range of dishes from different countries and cultures Looking at food poisoning and how to prevent it. Reading and following recipes</p>	<p>Content Micronutrients (minerals) Big test and intervention Special diets and alternatives to meet customer needs <u>Practical's and skills</u> Seasonal fruit tart – Weighing, Measuring, Rolling Shaping, Boiling, Thickening, Separating, Hulling Baking, Crème pâtissier Viennese biscuits – Greasing, Lining, Weighing, Baking, Melting, Temperature control, Sieving, Creaming, Piping, Decorating Chicken pie – peeling, slicing, dicing, frying, simmering, baking, rolling <u>Cultural capital</u> - teamwork, individual and independent work during practical lessons. Cooking a range of dishes from different countries and cultures Reading and following recipes Looking at the different types of vegetables available and the nutrients they provide.</p>

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<p>Using subject specific vocabulary</p>		
<p>Assessment Objectives This is the knowledge, application and skills assessed by the Mini Test 1: Hygiene, health and Safety Progress check Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture –ATL Arbor</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Mini Test 2: Nutrients Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture ATL Arbor</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test and intervention Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture – ATL and BT% Arbor</p>
<p><i>Spring 02</i> <i>Weeks 23 – 27 (5 weeks)</i> <i>EASTER</i></p>	<p><i>Summer 01</i> <i>Weeks 28 – 33 (6 weeks)</i> <i>WHIT</i></p>	<p><i>Summer 02</i> <i>Weeks 34 – 40 (7 weeks)</i></p>
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<p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons.</p> <p>Cooking a range of dishes from different countries and cultures</p> <p>Reading and following recipes</p> <p>Knowing how to work safely in a kitchen.</p> <p>Able to identify healthier ingredients when cooking.</p> <p>Using subject specific vocabulary</p>	<p>Cooking a range of dishes from different countries and cultures</p> <p>Looking at food poisoning and how to prevent it.</p> <p>Reading and following recipes</p>	<p>Cooking a range of dishes from different countries and cultures</p> <p>Reading and following recipes</p> <p>Looking at the different types of vegetables available and the nutrients they provide.</p>
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