

## Year 9 Food Technology

	Content Taught	National Curriculum	Essential Knowledge	Assessment	Rationale
<b>YEAR 9</b>					
HT1	<p>During this half term students will study a unit of work focusing on</p> <ul style="list-style-type: none"> <li>• Food safety and hygiene.</li> <li>•</li> </ul> <p>Eatwell guide</p> <p>Nutrition and life stages</p> <p>Practical</p>	<p>1A Understand and apply the principles of nutrition and health</p> <p>1B Cook savoury dishes</p> <p>1C Applying heat in different ways. Awareness of taste, texture and smell to decide to season dishes.</p>	<p>Students will complete the essential knowledge on</p> <p>What are the 4 C's? What are the Macro/micro nutrients?</p> <p>Bridge, claw to develop speed and accuracy.</p> <p>Sauces, tomato and bechamel (roux)</p> <p>Sensory analysis,</p> <p>Essential knowledge reading for depth - ELDERLY DIETARY NEEDS/OESTEROPOROSIS (Shared area, Technology, Food and Nutrition 2022, Reading pieces, Yr 9)</p>	<p>Formative assessment Knowledge Checker questions 4C's, cook, chill, clean, cross contamination.</p> <p>Formative assessment meal plan for a specific need with reasons.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	<p>Students build on the essential knowledge of food safety from prior learning in Year 7 and 8.</p> <p>Students further develop this essential knowledge when they produce time plans with detailed health and safety points.</p> <p>Students will further develop this essential knowledge of when they produce meal plans for the 5 different life stages.</p> <p>Students further develop their practical knowledge of controlling the hob temperature when they cook a bechamel sauce (macaroni cheese) in HT2.</p>

HT2	<p>During this half term students will study a unit of work focusing on:</p> <ul style="list-style-type: none"> <li>• Special diets</li> </ul> <p>Meal planning for dietary needs</p> <p>Practical skills</p>	<p>1A Understand the principles of nutrition and health</p> <p>1B Cook savoury dishes</p> <p>1C Select and prepare ingredients. Awareness of taste and texture and how to season recipes.</p>	<p>Students will complete this to develop their essential knowledge. What is a special diet? (Nuts, coeliac, vegetarian/vegan, lactose intolerance) What are the causes, symptoms and treatment.</p> <p>Meal planning for dietary needs</p> <p>Preparation and handling of raw chicken</p> <p>Essential knowledge reading for breadth - COELIAC DISEASE/GLUTEN FREE. (Shared area, Technology, Food and Nutrition 2022, Reading pieces, Yr. 9)</p>	<p>Formative assessment is the Knowledge Checker questions, 4C's, cook, chill, clean cross contamination in the booklet and on whiteboards.</p> <p>Formative assessment meal plans for a specific diet, suitability, and reasons for choice.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	<p>This is built upon when students can apply their knowledge of the special diets when they produce a nutritious meal plan for a vegan.</p> <p>Students further develop their practical knowledge of handling raw meat when they cook a chicken escalope HT2</p>
HT3	<p>During this half term students will study a unit of work focusing on:</p>	<p>1A Understand and apply the principles of nutrition and health</p>	<p>Students will complete this to develop their essential knowledge Obesity, Type 2 diabetes, tooth decay, CHD, high blood pressure/cholesterol</p>	<p>Formative assessment Knowledge Checker questions on diet related illnesses.</p>	<p>This is built upon when students can apply their knowledge of diet related illnesses produce a piece of extended writing on coronary heart disease in HT3</p>

	<ul style="list-style-type: none"> <li>Diet related illnesses</li> </ul> <p>Practical skills</p>	<p>1B Cook savoury dishes</p> <p>1C Become competent in a range of cooking techniques and using utensils. Awareness of taste, texture and seasoning.</p>	<p>Pastry</p> <p>Essential reading for depth - FAIRTRADE/ETHICAL FOOD PRODUCTION. (Shared area, Technology, Food and Nutrition 2022, Reading pieces, Yr 9)</p>	<p>Questions in booklets and whiteboards.</p> <p>Summative assessment is focused on the essential knowledge required in the CHD extended writing task.</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	<p>Students further develop their essential practical knowledge of pastry techniques when they produce a decorative pastry product pastry HT3</p>
HT4	<p>During this half term students will study a unit of work focusing on:</p> <p>Food provenance</p> <ul style="list-style-type: none"> <li>Food Science sugar in cakes</li> </ul>	<p>1C Select and prepare ingredients. Use utensils, Awareness of taste, texture and seasoning.</p> <p>1D Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Students will complete these topics to develop their essential knowledge of What are food miles. What does seasonality mean? How to reduce food waste?</p> <p>Multi-cultural foods</p> <p>Essential knowledge reading for depth - FOOD WASTE/MARCUS RASHFORD. (Shared area,</p>	<p>Formative assessment in the Food science experiment, sugar in cakes. Knowledge Checker questions in booklet and on whiteboards</p> <p>Summative assessment is focused on the</p>	<p>This builds on previous essential knowledge of food waste when students are required to produce a piece of extended writing Food provenance.</p> <p>Students further develop the essential knowledge reducing food waste when they create nutritious meals using seasonal leftovers.</p>

	<p>Designing a Savoury multi-cultural pastry product</p> <p>Practical skills</p>	<p>1A Apply the principles of nutrition and health.</p>	<p>Technology, Food and Nutrition 2022, Reading pieces, Yr 9)</p>	<p>essential knowledge required to produce an extended writing task food provenance</p> <p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed</p>	<p>As this is the end of the key stage curriculum, this is an opportunity for us to revisit any aspect of essential knowledge.</p> <p>It also provides opportunity for students to practice a range of skills and draw together all their learning from curry HT4</p>
<p>HT5 and 6</p>	<p>During this half term students will study a unit of work focusing on:</p> <p>Design Technology (Textiles)</p> <p>Multi cultural cushion project</p>	<p>1A Use research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p>1B Identify and solve their own problems and understand how to reformulate problems given to them.</p>	<p>Students will complete these topics to develop their essential knowledge of fabric dyeing, applique embroidery, embellishment.</p> <p>Construction techniques, seams, seam finishes.</p> <p>Essential knowledge reading for consolidation –THE RISE IN VEGANISM. (Shared area, Technology, Food and Nutrition 2022, Reading pieces, Yr 9</p>	<p>Formative assessment focused on the essential knowledge of the design process.</p> <p>Formative assessment of the practical knowledge in the painting dyeing, applique, embroidery.</p>	<p>Students further develop their essential knowledge from Yr 7 and 8 of the design process and practical techniques through Textiles.</p> <p>To join fabrics together using seams and when they use a variety of decorative techniques.</p>

		<p>1C Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.</p> <p>1E Develop and communicate design ideas using annotated sketches, detailed plans, 3D and mathematical modelling, oral and digital presentations and computer-based tools</p> <p>1F Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including CAM.</p> <p>1J Test, evaluate and refine their design ideas and products against a</p>		<p>This provides an opportunity for students to 'bring all together' the essential knowledge they have developed in Textiles.</p>	
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