

### KS3 Curriculum Overview: Food Year 9

**Rationale:** Throughout this foundation year, you will **build on your knowledge** from KS3 and deepen your understanding of the key areas of Food. This will then allow you to either access the GCSE Food preparation and Nutrition Course or the Level 1/2 Hospitality and Catering Course at the start of year 10 depending on your area of interest (Science of Food or Hospitality and Catering industry). The year starts with us working through the main commodities with theory and practical work being studied. We will finish the year looking at food safety and cooking methods

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Autumn (Sept-Oct)	<p><b><u>Commodities - Cereals</u></b></p> <p>This unit focuses on giving students an introduction to cooking and nutrition through both theory and practical experiences. Demonstrations will develop students' knowledge of a variety of practical skills and then they develop these skills to produce a variety of predominantly savoury dishes.</p> <p>Commodities – Cereals We focus on Bread, Pastries, Pasta and Sauce making Students will start to develop an understanding of where food comes from and how to use ingredients based on their functionality.</p>	<p><b>FAR 1</b> – Bread</p> <p><b>FAR 2</b> – Practical - Pastry</p> <p><b>FAR 3 - END OF MODULE TEST</b></p>	<p><b>HL1:</b> GM foods</p> <p><b>HL2:</b> Bread Exam question</p> <p><b>HL3:</b> Revision for test</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: Main folders: Year 9: 2023: Cereals</p> <p>Variety of ingredients (students provide their own)</p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to name the different types of cereals and their uses</li> <li>Understand how cereals react to food preparation processes and cooking methods</li> <li>Be able to carry out scientific investigations</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Start to become competent in a range of practical skills including making a dough (bread, pastry, pasta) ; sauce making (starch based)</li> <li>Start to develop independence in practical sessions</li> </ul>	<p>Guided reading</p> <p>Use of key words</p> <p>Introduction to Exam questions</p>
Autumn (Nov-Dec)	<p><b><u>Commodities – Eggs</u></b></p> <p>This unit continues to develop students' knowledge through theory, demonstrations and practical lessons</p> <p>Commodities – Eggs</p> <p>We focus on the function of eggs in cookery including the scientific principles behind it.</p>	<p><b>FAR 1</b> – Eggs</p> <p><b>FAR 2</b> – Practical – Lemon Meringue Pie</p>	<p><b>HL1:</b> Exam question on eggs</p> <p><b>HL2:</b> Revision for Year 9 PPE</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: Main folders: Year 9: 2023: Eggs</p> <p>Variety of ingredients (students provide their own)</p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To understand where eggs come from (food provenance)</li> <li>Understand scientific principles underlying the properties of eggs in cooking</li> <li>Be able to carry out scientific investigations</li> </ul>	<p>Use of key words</p> <p>Exam questions</p>

	Students will also continue to develop an understanding of where food comes from and how to use ingredients based on their functionality.			(students provide their own)	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Start to become competent in a range of practical skills including making a fatless sponge (swiss roll); LMP; eggs as a coating function (scotch eggs)</li> <li>Continue to develop independence in practical sessions</li> </ul>	
Spring (Jan-Feb)	<p><b><u>Commodities – Meat, Fish and protein alternatives</u></b></p> <p>This unit continues to develop students' knowledge through theory, demonstrations and practical lessons</p> <p>Commodities – Meat and Fish</p> <p>We focus on the types of, nutritional value of, and uses of meat and fish. Students are given the opportunity to portion a chicken and filet a fish. We also cover alternative protein foods and discuss their relevance in today's society.</p>	<p><b>FAR 1</b> - year 9 PPE</p> <p><b>FAR 2</b> – practical assessment (chicken or fish)</p> <p><b>FAR 3</b> – Exam question</p>	<p><b>HL1:</b> Revision for Year 9 PPE</p> <p><b>HL2:</b> Meat exam question</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: food and Nutrition: Main folders: Year 9: 2023:Meat and Fish</p> <p>Variety of ingredients (students provide their own)</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To be able to name the different types meat and fish</li> <li>Understand the importance of meat, fish and protein alternatives in the diet</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Start to become competent in a range of practical skills including portioning a whole chicken and filleting or skinning a fish</li> <li>Continue to develop independence in practical sessions</li> </ul>	<p>Use of key words</p> <p>Exam questions – how to structure a longer question</p>
Spring (March-April)	<p><b><u>Commodities – Fruit and Vegetables and Milk and Milk products</u></b></p> <p>This unit continues to develop students' knowledge through theory, demonstrations and practical lessons</p> <p>Commodities – Fruit and Vegetables and Milk and Milk products</p> <p>We focus on the importance of fruit and vegetables in the</p>	<p><b>FAR 1 and 2</b> – practical assessment and written assessment (fruit and vegetables)</p>	<p><b>HL1:</b> Exam Question of Fruit/Vegetables</p> <p><b>HL2:</b> Fruit and vegetable assignment</p> <p><b>HL3:</b> Revision for test</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: food and Nutrition: Main folders: Year 9: 2023:Dairy and processing</p> <p>Variety of ingredients (students provide their own)</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>To be able to explain the wide variety of fruit/vegetables available and their importance in the diet</li> <li>Understand the different processing techniques used in the production of milk and milk products</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use a range of practical skills in practical assignment</li> </ul>	<p>Use of key words</p> <p>Exam questions</p>

	diet with particular reference to children. Students are given the opportunity to design and make a fruit/veg product suitable for a child. We also investigate milk and milk products looking at both primary and secondary processing. Students have the opportunity to experience a variety of secondary processing techniques first hand				<ul style="list-style-type: none"> <li>• Develop an understanding or processing through first-hand experience and use the products in food products</li> <li>• Continue to develop independence in practical sessions</li> </ul>	
Summer (April-May)	<p><b><u>Food safety</u></b></p> <p>This unit continues to develop students' knowledge through theory, demonstrations and practical lessons</p> <p>We focus on the importance of food safety both in the home and in industry. We investigate microorganisms and enzymes and discuss their pros and cons in food production. Students will learn the different types of microorganisms and their sources</p> <p>Students will be given the opportunity to complete an experimental task based on enzymic browning if time allows</p>	<p><b>FAR 1 - END OF MODULE TEST</b></p> <p><b>FAR 2 –</b> Practical assessment</p> <p><b>FAR 3-</b> Exam Question or Experimental work on Enzymic browning</p>	<p><b>HL1:</b> Quiz</p> <p><b>HL2 :</b> Exam Question on Enzymic Browning</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: food and Nutrition: Main folders: Year 9: 2023:Micro-organisms</p> <p>Variety of ingredients (students provide their own)</p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding of: The conditions and control for bacterial growth; Growth conditions and control for mould and yeast production ;</li> <li>• To develop knowledge and understanding of The signs of food spoilage</li> <li>• To develop knowledge and understanding of the helpful properties of micro-organisms in food production</li> <li>• To develop knowledge and understanding of The buying of food and storing food safely.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of practical skills in practical assignment</li> <li>• Continue to develop independence in practical sessions</li> </ul>	<p>Use of key words</p> <p>Exam questions</p>

<p>Summer (June-July)</p>	<p><b><u>Food Safety cont...</u></b></p> <p>This unit continues to develop students' knowledge through theory, demonstrations and practical lessons</p> <p>We cover buying and storing food as well as the importance of Preparing, cooking and serving food correctly.</p> <p>We will focus on the importance of Why is food cooked? Heat Transfer – Conduction, convection, radiation. We will also look at different Methods of cooking</p> <p>Students will be given the opportunity to show their knowledge and understanding of these issues through practical application</p>	<p><b>FAR 1</b> – Exam Question</p> <p><b>FAR 2</b> – End of module test</p>	<p><b>HL1:</b> Quiz</p> <p><b>HL2:</b> Exam Question – Why we cook food</p> <p><b>HL3:</b> Revision</p>	<p>PowerPoints and work sheets on Staff share: Food and Nutrition: Food and Nutrition: Main folders: Year 9: 2023:Buying and storing and Preparing and Cooking</p> <p>Variety of ingredients (students provide their own)</p>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding of: different methods of cooking</li> <li>• To develop knowledge and understanding of how to apply healthy eating principles when planning a menu.</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Use a range of practical skills in practical assignment</li> <li>• Continue to develop independence in practical sessions</li> </ul>	<p>Use of key words</p> <p>Exam questions</p>
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