


DESIGN AND TECHNOLOGY

[LINK – To lesson resources](#)

YEAR 9 – Food Practical Unit (KS3)																
INTENT:			The bigger picture:												Character & Culture	
To play a part in developing knowledge and understanding of the Design and Technology National Curriculum. Students are to... develop knowledge and understanding into the importance of food and nutrition. They will develop planning, cooking and evaluating skills throughout.			This scheme plays an important role within the technology curriculum as it is essentially teaching skills from the National Curriculum and preparing students for the challenges of key stage 4. The Next Step: This unit is preparation for the Hospitality and Catering Course at Key stage 4. It focusses predominantly on Unit 2 which is based upon planning a nutritious meal for a specific customer.												 <p>Character and Culture is embedded within the curriculum map and coded as shown.</p>	
Lesson	British Values		Diversity										Society			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Retrieval Task:	Analysis		Nutrition		Cooking methods		Menu planning		Health and safety – PPE - Risks		Skills and techniques		Evaluation			
Objective: I do, we do & you do...	2.1 Analyse brief	2.1 Menu Ideas 1. Practical Burgers *Teacher personalises if necessary	2.1 Nutritional needs	2.1 Macro and micro nutrients 2. Practical Spaghetti Bolognese *Teacher personalises if necessary -BOILING -CHOPPING -SLICING	2.2 Impact of chosen dishes	2.2 Impact of chosen dishes 3. Practical scones *Teacher personalises if necessary -MIXING MEASURING	2.2 Research lesson – Ideas for menu 1, menu 2 and menu 3.	2.2 Research lesson Final Practical Starter 4 *Student personalised final dishes. (Teacher has a bank of 6 key dishes) - 2 high level 2medium level 2 low level	2.3 Final Practical Main 5 *Student personalised final dishes. (Teacher has a bank of 6 key dishes) - 2 high level 2medium level 2 low level	2.4 Planning Dessert	2.3 Final Practical Dessert 6 *Student personalised final dishes. (Teacher has a bank of 6 key dishes) - 2 high level 2medium level 2 low level Photograph work	2.4 Evaluation Skills techniques Preparation Cooking Presentation -Review performance -Make improvements	2.1 Theory content	2.1 Theory content		
Silent Study:	B M E	B M E	B M E	B M E	B M E	B M E	B M E	B M E	B M E	B M E	B M E	B M E	B M E	B M E		
Assessment					FAR 1						FAR 2		INPUT GRADES			
Homework	TEAMS INTERACTIVE						TEAMS INTERACTIVE						End of year assessment - QUIZZIZ			
Literacy:	2 for 2 and 3 for 3 – Within the unit of work teachers use educational and subject specific key literacy. Key Vocab Nutritional intake, quality, characteristic, needs, production methods, environmental factors, carbon footprint, vegan, gluten free, Coeliac, lactose intolerant, Basal metabolic rate, vegetarian, compare, contrast, present, evaluate, analyse, justify. Words and key pictures – Each unit of work has a handout including all key terms, words, tools and materials.															
Cultural Capital	Understanding farm-to-table dining and local food production connects students with essential knowledge of Warwickshire's agricultural heritage and sustainable practices, aligning with the aim to provide children with a broad base of cultural and practical knowledge beyond their everyday experiences. Projects in year 7, 8 and 9 have evolved to include hospitality and catering as this brings food technology into a real world context.															
Connected Knowledge	This is a unit designed to... prepare students for the future of design and technology at Bilton School Across the school this supports Science and Maths departments as these skills are transferable and are beneficial in the curriculum plan. Beyond school , the world of work is becoming more apprenticeship based and particularly in the hospitality industry. Students either go on to study A Level Food Technology, attend an apprenticeship, attend a 6 th form college or work on the job.															
IMPACT	Students measure progress using the department F.A.R tracking sheets which are in the Assessment Booklets , Teachers track the marks given using the department shared mark book and SIMS. This will show progress over time and prepare students for future learning at Bilton School.															
CROSS CURRICULAR LINKS:																
<ul style="list-style-type: none"> Science - Food & Digestion – 7 types of food groups. MATHS - Measuring quantities, converting metric units Term 1 Ratios Term 2. 																
LESSON STRUCTURE:																
<ul style="list-style-type: none"> ALL lessons will use the whole school strategy I DO, WE DO, YOU DO ALL lessons will have a retrieval task that engages learners immediately after arrival. In practical settings this may not use a PowerPoint. All lessons will have a period of SILENT STUDY. All lessons will have Learning objectives visible. 																
(TOPIC SHEET INFORMATION)																
WHAT SKILLS WILL BE DEVELOPED:																
<ul style="list-style-type: none"> Students are to... become competent in a range of cooking techniques. 																
WHY WE ARE LEARNING THIS:																
<ul style="list-style-type: none"> - To cook a range of dishes so that we can feed ourselves and others a healthy and varied diet. To understand the source, seasonality and characteristics of a broad range of ingredients. - To use a range of cooking techniques including using utensils, applying heat in different ways and using awareness of taste, texture and smell to decide how to season dishes and combine ingredients. 																
HOW TO BECOME AN EXPERT IN THIS TOPIC:																
<ul style="list-style-type: none"> Watch this YouTube clip to stretch yourself on food preparation: Food Safety Design and Technology - Food Preparation and Nutrition - YouTube Buy or borrow a recipe book such as The Complete Cookbook for Teens by Julee Morrison: Amazon.co.uk : recipe book for teenagers uk 																
Learn more about the Eatwell Guide by clicking on this link: The Eatwell Guide - NHS (www.nhs.uk)																