

Food Unit Overview Year 9

September 2020 – July 2021: The Food and Textiles curricula are usually taught in a half year rotation, with students spending one hour per week in Food for the first half of the year, and then one hour per week in Textiles for the second half (or vice versa). However, in light of the ongoing situation caused by the Coronavirus pandemic, the two subjects will be delivered this year in parallel. Students will follow each curriculum subject throughout the year, with lessons in alternate weeks. This will allow for a steadier and extended delivery of the curriculum and enable teaching staff to identify and fill gaps as they are identified in individual students prior learning. More importantly, it will help protect students from any further disturbances that the continued presence of the pandemic may bring, such as time limited local lockdowns. Half of our Year 9 students will have completed the full programme of study in Year 8 Food last year in the Autumn term, whilst others only experienced the first few lessons in the last weeks before lockdown. These two groups of students may now be side by side in new teaching groups this academic year. Therefore, where key knowledge and skills are recalled in project work, a short but thorough review will be included for the whole class. This will include key skills such as maintaining the work area, and selecting ingredients, equipment and processes; as well as key knowledge such as cooker safety and cross contamination. This will benefit both halves of the year group, either introducing these concepts or facilitating development in further depth in our more complex Year 9 projects. Whilst we are under Covid restrictions, a greater emphasis will be placed on cooking from home, so that students can continue to enjoy the practical aspects of this subject. Where students are unable to cook from home, supplied resources such as videos and photographs will enable them to reflect on and evaluate the work of others instead.

Key Stage 3 Food and Textiles – Year 9 Food Unit				
Half year unit taught either September to February or February to July.				
Cooking for a living, and cooking for enjoyment: cultural inspirations and dietary needs				
Practical work may include: Salad in a Jar, Chicken Nuggets, Thai Curry, Pasta and Ragu, Cupcakes, Chilli con Carne				
What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
Kitchen Hygiene and Safety	Knowledge – cross contamination, sequencing for hygiene Understanding – ordering operations reduces contamination risks Skills – order work to ensure meat and non-meat activities are separated Covid – review maintaining the work area in the kitchen, review cooker safety, review cross-contamination	Students successfully produce dishes with minimal risk of cross-contamination.	Students have managed hygiene and safety when carrying out practical work, and now work in a sequence with further mitigates against cross contamination	Fully equipped kitchens with gas and electric cookers. Drawer and cupboard equipment for 18 students. Spare equipment. Additional specialist equipment including blenders and food processors. Food storage (dry storage and cold storage) Stock ingredients to cover students' losses and omissions.
Techniques	Knowledge – coating - coagulation, sauces - thickening, freezing, cake decoration,	Students outcomes show control of thickness of sauces, coating nuggets, and icing cupcakes	Students achieve correct mixture consistency, and now control dishes to thicken and coat successfully	

	<p>Understanding – ingredients can modify food by thickening, stabilising, and coating</p> <p>Skills – managing textures and thicknesses while cooking</p>			<p>Non-cooker worksheets. Year 9 recipes sheet. Powerpoint guides. Room safety displays. Planning pro formas. Hand washing and anti-bacterial supplies.</p>
Design – Dietary Needs	<p>Knowledge – vegetarianism, allergies and health conditions</p> <p>Understanding – lifestyle choices and health issues affect food choice</p> <p>Skills – modify dishes to meet customer needs</p> <p>Covid – review selecting ingredients, equipment and processes</p>	<p>Students produce dishes which meet their own needs, as well as those of others</p>	<p>Students have designed dishes accounting for nutrition and appeal, and now also consider cultural inspirations and dietary needs</p>	
Design – Tradition and Culture	<p>Knowledge – culture and tradition, presentation,</p> <p>Understanding – designers can draw on tradition and culture to add appeal to food</p> <p>Skills – explore ideas using research into tradition and culture when designing</p>	<p>Students designs draw on cultural traditions, and meet a variety of dietary needs</p>		
Planning	<p>Knowledge - quality control, sequencing</p> <p>Understanding –sequencing ensures ingredients function correctly in dishes</p> <p>Skills – include correct order of processes in plans</p>	<p>Students produce correctly sequenced practical outcomes</p>	<p>Students have produced completed dishes, within time constraints, and now ensure optimal sequencing of activities</p>	