



Year 9 Curriculum Content Overview 2018-19

Food Preparation & Nutrition (EDUQAS)				
Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to reformed GCSE Content
<ul style="list-style-type: none"> ● Apply and develop further learned skills (including those from the development stage) to work safely within the food room. ● Apply and develop further learned skills (including those from the development stage) to work safely when using equipment in the food room. ● Select the appropriate equipment that is needed to prepare and cook a dish. ● Learn skills to accurately and safely prepare a range of dishes using a variety of food commodities. ● Describe/explain decisions they make on selection of ingredients. ● Describe/explain how food science relates to the dishes they create and the ingredients they use. ● Identify/describe/explain the different nutrients that ingredients possess and how these can be adapted to improve the final outcome of their dish. ● To understand why people make the choices they do when selecting food. 	Reading <ul style="list-style-type: none"> ● Reading and understanding recipes to produce a food product. 	Questioning in lessons. Verbal feedback during lessons on practical work. Low stakes quizzing.	3 assessments throughout the academic year Key practicals assessed, these will be at the end of a series of practicals.	Health and safety within a food environment. Food hygiene and safety. Unit 1 - Food commodities. Unit 2 - Principles of nutrition. Unit 3 - Diet and good health
	Numeracy <ul style="list-style-type: none"> ● Weighing ingredients accurately. ● Ratios of recipes and modifying recipes using ratios. 	Exit strategies.		
	Oracy and Literacy (including keywords for practical subjects) <ul style="list-style-type: none"> ● Key words ● Student discussion ● Student demonstrations 			



Assessment Skills, Knowledge and Concepts Map

(These need to be mapped backwards from GCSE and ensure that all students can access their target percentage) – what do all students need to achieve in year 7 to be able access their target grade and be on track for their year 11 target grade?

	Food Preparation & Nutrition (EDUQAS) - Year 9	Cross-Curricular Strands
Key Learning Questions	Practical Skills	Reading
<ul style="list-style-type: none"> How to work safely: follow correct personal and food safety and hygiene practices and procedures. How to work independently: make own judgements, e.g. cooking methods, cooking time, manipulating taste, texture and Appearance How to use sensory descriptors appropriately and correctly 	<ul style="list-style-type: none"> Identify/describe/explain preparation and cooking techniques - planning for cooking. Apply learned skill to prepare ingredients to make a selection of recipes, e.g. weigh and measure liquids and solids, use knife skills, combine and shape. Apply learned skill to cook a selection of recipes, e.g. water based methods, using the oven, set a mixture, select and adjust cooking times and temperatures, judge and manipulate sensory properties. Apply learned skill to present a selection of recipes, e.g. shaping and finishing a dough, glazing and food styling, preparing fruits and vegetables as a garnish Describe/explain appropriate preparation, cooking and serving techniques when producing dishes. 	<ul style="list-style-type: none"> Reading and interpreting recipes. Skimming and scanning information about the topics to aid in work.
Key Learning Questions	Unit 1 - Food commodities	Oracy and Literacy
<ul style="list-style-type: none"> Where do food commodities come from? what nutritional value does each commodity have? How should they be stored to avoid contamination 	<ul style="list-style-type: none"> Identify the origins of different food commodities including: bread, cereals, flour, oats, rice, potatoes, pasta, fruit and vegetables (fresh, frozen, dried, canned and juiced), milk, cheese and yoghurt, meat, fish, poultry, eggs, soya, tofu, beans, nuts, seeds, butter, oils, margarine, sugar and syrup. Identify a range of storage methods to avoid food contamination. Describe/explain how different food should be stored to avoid food contamination. Describe/explain the working characteristics of each commodity, with reference to the skill group. Experiment with a range of commodities to explore the physical and chemical changes that occur as a result of given actions. Apply learned skill to prepare and cook dishes using the commodities. 	<p>Language for Learning State, identify, name, give, calculate, show, define, outline, describe, justify, explain, analyse, discuss, evaluate, compare, consider.</p> <p>Key terms commodity, carbohydrate, vitamin, mineral, trace element, fibre, protein, water, nutrients, eat well, recommended daily amount. The bridge hold, the claw grip, the five finger rule (hands and hair, apron, ingredients, equipment, oven or cooker on) Health and safety, aesthetics (colour, shape, texture, size), cost, portion size, function of ingredients, chopping, slicing, peeling, grating,</p>



Key Learning Questions	Unit 2 - Principles of nutrition
<ul style="list-style-type: none"> • What are Macronutrients and Micronutrients? • What is the definition of macronutrients and micronutrients in relation to human nutrition • What are the roles of macronutrients and micronutrients in human nutrition? • What are the functions of each nutrient? • What are the consequences of malnutrition (over and under)? 	<ul style="list-style-type: none"> • Describe/explain the terms macronutrient and micronutrient. • Identify the different macronutrient and micronutrients. • Identify the term protein and its sources. • Describe/explain the function of protein in relation to human nutrition. • Identify the terms fats, oils and lipids including: saturated fats, monounsaturated fats, polyunsaturated fats and essential fatty acids. • Identify the different sources of fats, oils and lipids. • Describe/explain the function of fats, oils and lipids in relation to human nutrition. • Identify the term carbohydrates and its sources. • Describe/explain the function of carbohydrates in relation to human nutrition. • Identify the term vitamins and its sources, including: Fat soluble vitamins (vitamin A, and vitamin D) and water soluble vitamins: B vitamins (B1 thiamin B2, riboflavin, B3 niacin, B12 cobalamin and B9 folic acid (folate) and vitamin C). • Describe/explain the function of the different vitamins in relation to human nutrition. • Identify the term minerals and trace elements and their sources, including: calcium, iron, potassium, magnesium, iodine and fluoride. • Describe/explain the function of minerals and trace elements in relation to human nutrition.
Key Learning Questions	Unit 3 - Diet and good health

rolling out, stirring, decanting, boiling, frying, steaming, baking, cooling, searing.

Oracy

Student discussion and student feedback
 Student responses to questions
 Student to student discussion on evaluation of practical.
 Student discussion on sensory properties of practical.

Numeracy

- Weighing ingredients accurately.
- Adapting recipes using ratios.
- Timing the length of time food need to be baked/cooked/boiled/seared etc.
- Calculating BMR and PAL



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| <ul style="list-style-type: none">• What are the Energy requirements of individuals?• What are specific dietary needs?• How do nutrients work together in the body, e.g. complementary actions?• What common dietary issues are there?• How do you calculate the energy and main macronutrients and micronutrients? | <ul style="list-style-type: none">• Describe/explain the term RDI (recommended daily intake)• Identify the RDI of each nutrient.• Describe/explain the different amounts of nutrients needed at each life-stage: toddlers, teenagers, early, middle and late adulthood.• Identify and describe/explain the specific dietary needs or nutritional deficiencies for individuals with limited diets for health reasons.• Identify and describe/explain the specific lifestyle dietary needs for choice diets e.g. religious beliefs• Describe/explain the term BMR (basal metabolic rate)• Describe/explain the term PAL (physical activity level)• Calculate BMR and PAL.• List the common dietary issues.• Describe/explain common dietary issues including: coronary heart disease (CHD), cholesterol and liver disease. |
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