

Food Preparation and Nutrition - Medium-Term Plan- Term 1

Year Group 9	Subject: Food Preparation and Nutrition
Prior learning- linked to National curriculum	Pupils will build on their learning in Year 8: knowledge and skills include: describing and applying The Eatwell Guide and the 8 tips for healthy eating; explaining energy and needs through life; explaining key nutrients, sources and functions; developing and demonstrating a knowledge of the source and seasonality of a range of ingredients; developing and demonstrating a range of food skills and techniques; developing and demonstrating the principles of food hygiene and safety; using a variety of ingredients and equipment to prepare and cook a range of more complex dishes; using and adapting recipes; developing and applying a knowledge of food science; developing and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.
Rationale	Carbohydrates / Knife Skills prepare and cook dishes, taste food and perform investigations hygienically and safely; prepare, cook and serve an increasingly complex range of dishes with precision; demonstrate their understanding of food provenance, production and processing; apply their healthy eating and nutrition knowledge; demonstrate and apply their awareness of consumer preferences and the reasons for choices made; apply their knowledge of food science in a practical and meaningful way.

<p>Misconceptions</p>	<ol style="list-style-type: none"> 1. Food Safety: <ul style="list-style-type: none"> • Thinking that food will always stay fresh as long as its preserved. • Cross contamination of bacteria and other food bourne illnesses is only a result of food going bad • Assuming that all food poisoning symptoms are immediate and severe. 2. Knife Handling: <ul style="list-style-type: none"> • All knives are the same and dont have different function 3. Function of ingredients: <ul style="list-style-type: none"> • That all ingredients are there for flavour and colour and don't associate them with bulking, structure and longevity of a product 4. Recipe Implementation: <ul style="list-style-type: none"> • Adaption of recipes is difficult if you don't have all the listed ingredients • Adapting recipes for different dietary needs is a specialist jobThat you can't substitute animal by products in recipes such as meringues and pasta
<p>Vocabulary:</p>	<p>Keywords: Enzymic browning, health and Safety, carbohydrate, Starch, Cuisine, international, Street food, food security, Carbohydrates, sustainability</p>
<p>Cultural Capital:</p>	<p>There are a number of potential external and visiting opportunities for students to learn more about food and the career opportunities these include: Ability to identify local business that provide international food. understanding of where food comes form globally and the impact this can have on Co2 emissions. understanding the food system and the what is meant by food security</p>
<p>Key assessments- name the assessments</p>	<p>Assessment 1: Carbohydrates / Knife Skills - Baseline test</p>

<p>What do children know/ can do now (EDSM)</p>	<p>Be able to state become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>Emerging- Be able to identify the main ingredients and basic function in a recipe Developing - Adapt dishes to suit a particular dietary need, identifying the ingredients to be swapped Secure - Able to specify the ingredients function in a given dish and suggest alternatives that would make the dish suitable for any given special diet Mastered - create, plan and prepare dishes that use alternative ingredients than the original recipe to accommodate those with allergens and special diets, explaining why certain ingredients are not suitable.</p>
<p>What amendments are you going to make following evaluation of this module?</p>	<p>This scheme of work will be adapted based on how confident students are in their ingredient knowledge and adaption. Alterations in the practical activities to allow for creativity to adapt and change a basic recipe with in the SOW to be adjusted to suit the needs to the students</p>

Term 3	Lesson objective	Differentiation	Homework
1	LO: To demonstrate current knowledge and understanding of the subject through exam and practical testing	<p>Assessment 1: Carbohydrates / Knife Skills - Baseline test</p>	

	Food Practical:	<p>Retrieval: How do you carry a knife safely?</p> <p>SEND:</p> <p>Challenge: Analyse the areas of your baseline assessment and explain how improvements can be made.</p> <p>Hinge Questions:</p>	
2	<p>LO: To demonstrate current practical knowledge of different vegetable cuts using appropriate knife skills.</p> <p>Food Practical: Knife Skills Vegetable Cuts and make soup</p>	<p>Retrieval: What are the names of these two knife holds?</p> <p>SEND:</p> <p>Challenge: Recall and describe the correct names of the cuts of vegetables used for making the soup.</p> <p>Hinge Questions: What Italian dish is this an example of?</p> <p>What type of carbohydrate is used to make this dish?</p>	
3	<p>LO: Explain what happens to rice when it is cooked and demonstrate the principles of food hygiene and safety to produce a risotto.</p> <p>Food Practical: Bacon and Mushroom risotto</p>	<p>Retrieval: The two cuts of vegetables from last week that can be applied to cutting onions are ? The Name of the rice used to make risotto is ?</p> <p>SEND:</p> <p>Challenge: Explain the changes that happen to rice when it is cooked and know what this process is called.</p>	Seneca: Carbohydrates

		<p>Hinge Questions: What is this a picture of?</p> <p>List the nutrients found in pasta.</p> <p>What natural foods can be added to pasta to change its colour?</p>	
4	<p>LO:How the staple food of pasta is made</p> <p>Food Practical:</p>	<p>Learning intent; to understand the complexity of carbohydrates in the diet.</p> <p>Retrieval: What is starch?</p> <p>How does this contribute to the gelatinisation of sauces</p> <p>SEND:</p> <p>Challenge: Explain what pasta is and how it is made.</p> <p>Hinge Questions: Identify the shapes of pasta.</p>	
5	<p>LO: To demonstrate the safe and hygienic working practises of making a pasta dish</p> <p>Food Practical: Pasta fiorentina (dried pasta)</p>	<p>Retrieval:What are the missing words?</p> <p>Write them on your white board</p> <p>SEND:</p> <p>Challenge:</p> <p>Hinge Questions: Can you spot which is the dried variety of pasta and which is fresh?</p> <p>What are the main differences between these two types of pasta?</p>	
6	<p>LO: To learn how to make a fresh pasta product</p>	<p>Retrieval: How is egg pasta made by hand?</p> <p>What is the name of the flour type used to</p>	

	Food Practical: Pasta making from scratch, shaping and forming, enriching.	make pasta? What is semolina flour? SEND: Challenge: Explain how you made the pasta and describe how you formed the pasta shapes. Hinge Questions: What causes food to go bad?	
7	LO: To learn how to make a fresh pasta product with a sauce Food Practical:	Retrieval: SEND: Challenge: Hinge Questions:	
8	LO: To demonstrate your understanding of carbohydrates food Practical: None	Learning Intent; test	