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| **Subject Food Preparation, Cooking and Nutrition - Year 9 Medium Term Plan/SOW** | | | | | | **The Academy of St Francis of Assisi** | |
| **UNIT** | **Title Food Preparation, Cooking and Nutrition- Food provenance** | | | | | **Number of lessons in sequence** | **12** |
| **Overarching Curricular Goals (Aims)** (What do you intend students know about and be able to do by the end of the topic, or scheme of learning. Critical knowledge needed to inform later learning and wider contexts.) | | **By the end of this unit students will:**  Have furthered their practical cookery experience through using a range of skills and ingredients to build their repertoire of dishes. Students have explored food provenance, in particular, food miles seasonality, and different cuisines. Students will have a re-On food safety and waste to prevent food poisoning before commencing practical work. | | **Links to National Curriculum**  **Links to & building upon prior learning Including KS2 if Yr7** | As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.  Food Preparation, cooking and Nutrition does not explicitly feature on KS2 DT curriculum. The experience of students is often varied at the start of KS3 | | |
| **Outcomes/**  **Success Criteria** | | **Knowledge Learners will:**  **Explore ways to prevent food poisoning, look at farming and where food comes from, the advantages and disadvantages food miles and seasonality and look at the typical cuisine of Britain and some other countries around the world**  **Skills: Learners will:**  Develop skills 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 recipe | |
| **2/3 tier vocabulary.** | | **Differentiation/Scaffolding/Support.** | **Stretch and challenge opportunities in class, enrichment and home learning.** | **Opportunities for wider reading/Listening/watching.** | | | |
| See key vocabulary list  Also see the wide range of sensory vocabulary that students engage with every lesson, in the booklet and on the knowledge organizer    **Oracy:**  Also Add hyperlink to KO | | **Knowledge Support:** Commonly identified difficulties support students to correctly identify names of equipment and techniques. Consistent use of Knowledge Organiser will assist with this. Support students to choose the correct vocabulary when describing and evaluating their work. Use of dual coding for recipes helps to support students with EAL or SEN.  **Reading support**: Use of dual coding supports EAL or SEN students. Consistent use of Knowledge Organiser and regular low stakes quizzes to enable students to build and recognise technical vocabulary when reading.  **Skills support:** Demonstrations of practical skills are a regular occurrence. Spot dems when teacher identifies a misconception or common mistake amongst pupils. Dual coding of recipes also supports skills. The Food Technician regularly provides intervention to LAB students or those struggling with a particular technique or skill | Stretch and Challenge: Extension activities in the booklet allow for stretch and challenge of the more able students. In practical lessons, there are opportunities for students to adapt recipes. Students who are more able can be given a recipe and challenged to work independently or to assist others.  Enrichment: Opportunities for students to become involved with food related initiatives, such as Refugee Week, Healthy Eating Week, and charity bake sales. Opportunity to attend cookery club  Home Learning: Homework tasks set regularly as well as an ‘extra’ optional challenge which is is related to the development of practical skills. | **Wider Reading: There are a wide range of cookery books in the department and some lesson activities focus upon these. The school library is also another good source for cookery literature.**  **Watching: There are a wide range of TV cookery and food related programmes. Students are regularly updated about these and some clips feature into lessons**  **GastroLab ‘ The science behind food’**  [**https://www.bbc.co.uk/programmes/p02gdbmp**](https://www.bbc.co.uk/programmes/p02gdbmp)  **Jamie Oliver’s Home Cooking Skills Youtube Channel**  [**https://www.youtube.com/watch?v=IA8IW5abQTg**](https://www.youtube.com/watch?v=IA8IW5abQTg)  **Diet and Health**  **www.foodafactoflife.co.uk** | | | |

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| Lesson Number | Sequence of learning  Lesson title, theme, big question. | Key concepts/outcomes/knowledge and skills. | Assessment/ including specific content/ knowledge/skills tested | Homework | Key Vocabulary | Furthering Cultural Capital | Recall of prior or future topics | Resources |
|  | Preventing bacterial growth | Temperature control, Conditions for bacterial growth and how to prevent bacterial growth | Welcome students back to food preparation and cooking and nutrition. Ask students if they can remember the foresees food hygiene and rules around working in the food room. Re-On the main causes of bacterial growth and critical temperatures. Students complete their own thermometer to show their understanding of critical temperatures and the danger zone. Students show their understanding of conditions for bacterial growth by completing the relevant activity in the booklet and also ways in which food poisoning can be prevented through maintaining the four ‘c’s. Teacher to demonstrate the practical activity for next lesson, questioning students on their knowledge of practical techniques, commodities and food safety. Extension Task: Write out the names of the food poisoning bacteria and try to memorise them | Homework 1  Mild: Use your Knowledge Organiser to help you answer the question sheet on critical temperatures and conditions required for bacterial growth  Extra Hot Challenge: As well as completing the sheet, make a video advising people how to ensure they prevent food poisoning at home | Critical temperatures  Bacteria  Danger zone | **Food poisoning** was **first** identified as a public health issue in the 1880s, and the notification of **cases** was introduced in England and Wales in 1938. | Students recall prior learning about food safety Activities are designed to encourage recall of new learning |  |
|  | Focussed Practical Task: Tomato Ragu | Weighing and measuring, Knife skills, Making a tomato based sauce (ragu), Use of hob (boiling, simmering | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Ragu  Simmer  Basil | n [Italian cuisine](https://en.wikipedia.org/wiki/Italian_cuisine), **ragù** (pronounced [[raˈɡu]](https://en.wikipedia.org/wiki/Help:IPA/Italian)) is a meat-based [sauce](https://en.wikipedia.org/wiki/Sauce" \o "Sauce)that is commonly served with [pasta](https://en.wikipedia.org/wiki/Pasta).[[1]](https://en.wikipedia.org/wiki/Rag%C3%B9#cite_note-1) An Italian gastronomic society, Accademia Italiana della Cucina, documented several ragù recipes.[[2]](https://en.wikipedia.org/wiki/Rag%C3%B9#cite_note-2) The recipes' common characteristics are the presence of meat and the fact that all are sauces for pasta. The most typical are *ragù alla bolognese* ([Bolognese sauce](https://en.wikipedia.org/wiki/Bolognese_sauce)). Other types are *ragù alla napoletana* ([Neapolitan ragù](https://en.wikipedia.org/wiki/Neapolitan_rag%C3%B9)), and *ragù alla [Barese](https://en.wikipedia.org/wiki/Bari" \o "Bari)* (sometimes made with [horse meat](https://en.wikipedia.org/wiki/Horse_meat)). | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | Where food comes from | Give a definition of food provenance, identify foods that are grown in the UK and explain what organic farming is  investigate whether there is a difference between organic and non-organic food. | Show the PowerPoint slide on the four logos to do with food provenance. Questions – do any of the students know what the logos are and what they mean? Go through answers. Teacher-led questioning, explanations and discussion of:what food provenance is  statistics/facts on farming in the UK the cycle of food production, what foods are grown in the UK, organic farming. Students then complete .Knowledge check questions,  Activity worksheet on analyse facts on farming  Taste test – can you tell the difference between organic and non-organic food? Teacher to demonstrate the practical activity for next lesson, questioning students on their knowledge of practical techniques, commodities and food safety  Extension Task: Write a short newspaper article on why it’s a good idea to  buy food that has the RSPCA Assured logo on it. | Homework 2  Mild: Find three recipes that contain foods that have been grown, caught and reared  Extra Hot Challenge: Find three recipes that contain foods that have been grown, caught and reared. Make one of the recipes and take photograph. | Food provenance  Organic  Reared | **Farming** was introduced in the **British** Isles between about 5000 BC and 4500 BC from Syria | Students are questions to encourage record of any prior learning of the topic. Activities are designed to encourage recall of new learning. |  |
|  | Focussed Practical Task: Stir Fry | Weighing and measuring, Knife, Ingredient preparation, Using a hob (stir-frying) | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Stir frying  Pak Choi | **Stir frying** (Chinese: 炒; pinyin: chǎo) is a Chinese cooking technique in which ingredients are fried in a small amount of very hot oil while being stirred or tossed in a wok. The technique **originated** in China and in recent centuries has spread into other parts of Asia and the West. | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | Food Miles | Give a definition of what food miles are, their advantages and disadvantages and how to reduce food miles | Ask students to consider the term food miles and what do they think it means. Introduce the topic and show a clip on food miles. Students conduct activity based around the distance travelled on foods on the desks. Students identify the country of origin and use the food miles calculator to work out the distance travelled. Discuss the impact of food miles on the environment discussed the benefits of food miles for farmers and workers in other areas of the world. Students complete the activity in their book to define the term food miles and consider the advantages and disadvantages. Teacher to demonstrate the practical activity for next lesson, questioning students on their knowledge of practical techniques, commodities, and food safety. Extension task: students write an article for in food magazine encouraging the reader to reduce food miles and give them examples of ways they can achieve it. | Homework 3  Mild: Complete the homework sheet on food miles  Extra Hot Challenge: Create a presentation to encourage people to reduce their food miles | Food miles  Carbon footprint  Carbon emissions |  |  |  |
|  | Focussed Practical Task: Marble Pear Cake | Weighing and measuring, Combining (creaming method), Fruit preparation, Lining a cake tin, Using the oven (baking) | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Creaming method | The **history of cake** dates back to ancient times. The first **cakes** were very different from what we eat today. They were more bread-like and sweetened with honey. ... According to the food historians, the precursors of modern **cakes** (round ones with icing) were first baked in Europe sometime in the mid-17th century. | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | Seasonality | What does seasonality mean, what are the advantages of purchasing seasonal food and what foods are seasonal in the UK | Ask students if they have an understanding of the term seasonality in food. Discuss seasonality and its advantages and disadvantages. Students complete the worksheet in booklet relating to advantages of seasonality. Students create their own seasonal food charts using information about seasonal food in the UK and complete knowledge check questions to define the term seasonality. Teacher to demonstrate the practical activity for next lesson, questioning students on their knowledge of practical techniques, commodities, and food safety. Extension task: plan a summer barbecue using seasonal foods available in the UK during this time of year use cookery books to assist. | Homework 4  Mild:Plan a meal based on seasonal foods.  Extra Hot Challenge: Plan and cook and meal based on seasonal foods- take a photo of the outcome | Seasonality | Growing vegetables and related gardening skills were of paramount importance during First World War Britain, as people were forced by shortages in food supplies to produce their own | Students are questions to encourage recall of knowledge relating to the reduction of food miles |  |
|  | Focussed Practical Task: Fajitas | Weighing and measuring, Knife, Ingredient preparation, Using a hob (stir-frying) | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Stir frying  Fajita  Coriander | The first evidence of the **fajita** comes from Mexican ranch workers living in West Texas along the Rio Grande in the late 1930s and early 1940s. Back then, the workers were sometimes paid with meat as partial payment for their services | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | British Cuisine | What does the term cuisine mean, what are the features of British cuisine, what traditional ingredients and recipes feature in British cuisine | Show students some pictures of traditional British foods and ask them if they can identify the link. Introduce the topic and explain that many areas of Britain have different dishes which they are famous for. Students research different cuisines around the UK annotate a map of the UK in the booklet. Student sensory evaluate some traditional British products and completes the table in their booklets using sensory vocabulary. Students complete knowledge check questions. Teacher to demonstrate the practical activity for next lesson, questioning students on their knowledge of practical techniques, commodities, and food safety. Extension task: students to design a traditional British afternoon tea using the recipe books or the Internet | Homework 5  Mild:: Choose a country of your choice and create a factsheet on their cuisine  Extra Hot Challenge: Make a dish from a cuisine of your choice and take a photo | Cuisine  Counties |  | Students in courage to recall any prior learning of the topic three questioning. Students complete the tasks in order to encourage recall of new learning |  |
|  | Focussed Practical Task: Shephard’s Pie | Weighing and measuring, Knife skills, Preparation of meat or alternatives, Making a meat or alternative base, Cooking potato, pasta or rice, Use of the hob (simmering) and /or use of the oven (baking | Students prepare for lesson using HABIT. Teacher to demonstrate the recipe and students then follow recipe independently to make their own recipe. IF there is time at the end, conduct a ‘tablecloth plenary’. |  | Simmering  Boiling | **Shepherd's pie**, **cottage pie**, or **hachis Parmentier** is a ground [meat pie](https://en.wikipedia.org/wiki/Meat_pie) with a crust or topping of [mashed potato](https://en.wikipedia.org/wiki/Mashed_potato);[[2]](https://en.wikipedia.org/wiki/Shepherd%27s_pie#cite_note-OED-2)[[3]](https://en.wikipedia.org/wiki/Shepherd%27s_pie#cite_note-Webster-3)[[4]](https://en.wikipedia.org/wiki/Shepherd%27s_pie#cite_note-Collins-4) it is most likely of [English](https://en.wikipedia.org/wiki/English_cuisine) origin.[[*citation needed*](https://en.wikipedia.org/wiki/Wikipedia:Citation_needed)]  The dish has many variants, but the defining ingredients are [ground red meat](https://en.wikipedia.org/wiki/Ground_meat) cooked in a [gravy](https://en.wikipedia.org/wiki/Gravy) or sauce with [onions](https://en.wikipedia.org/wiki/Onions), and a topping of mashed potato. Sometimes other vegetables are added to the filling, such as [peas](https://en.wikipedia.org/wiki/Peas), [sweetcorn](https://en.wikipedia.org/wiki/Sweetcorn), [celery](https://en.wikipedia.org/wiki/Celery) or [carrots](https://en.wikipedia.org/wiki/Carrots). It is sometimes also [gratineed](https://en.wikipedia.org/wiki/Gratin) with [grated cheese](https://en.wikipedia.org/wiki/Grated_cheese) | During demonstration students are questioned on their previous learning of the principles of nutrition , food safety and the Eatwell guide as well as the technical skills being used. |  |
|  | International Cuisine | The features of Mexican, Italian, Indian and Chinese cuisine. | Our students to write down as many Italian foods as they can.Introduce the topic of international cuisine. Students work in groups to research one of the four cuisines and then feedback to the class in order to enable students to complete the mind map activity in the booklet. Students are given a variety of foods from the countries in question which they will censor evaluate and complete the table in the booklet using sensory vocabulary. Students and complete the notes check questions.  Teacher to demonstrate the practical activity for next lesson, questioning students on their knowledge of practical techniques, commodities, and food safety. Extension task: students use the recipe books and Internet to research the cuisine of another country such as Japan or America. | Homework 6  Mild: Revise for your end of unit test using your Knowledge Organiser and the resources you make in your revision lesson  Extra Hot Challenge: As well as revise, choose one of Miss Thompson's practical challenges | Cuisine  Gnocchi  Biriani |  | Students in courage to recall any prior learning of the topic three questioning. Students complete the tasks in order to encourage recall of new learning |  |
|  | End of Unit Test |  |  |  |  |  |  |  |