

FOOD - YEAR 9



| | Head | Heart | Hand |
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| Topic | | | |
| EATWELL GUIDE | <ul style="list-style-type: none"> Students will identify the nutritional requirements of a healthy balanced diet. Students will identify the nutritional needs of a teenager. | <ul style="list-style-type: none"> Students will communicate why dietary needs change at different stages of our lives. | <ul style="list-style-type: none"> Students create a menu plan for a day that matches the requirements for a teenage diet. |
| FAJITAS | <ul style="list-style-type: none"> Students know how to produce a healthy balanced meal for a teenager. | <ul style="list-style-type: none"> Students communicate the role of each of the ingredients and how it sits in the Eatwell Guide. | <ul style="list-style-type: none"> Students demonstrate safe and hygienic preparation of vegetables and chicken using different knife skills. Students will apply effective control of time and temperature to cook a high-quality filling on the hob. |
| SPAGHETTI BOLOGNESE | <ul style="list-style-type: none"> Students will recognise and be able to define the 5 senses. Students will know how to effectively cook a spaghetti Bolognese and adapt the recipe to suit them. | <ul style="list-style-type: none"> Students will communicate what makes a good spaghetti Bolognese and the main advantages of preparing and cooking your own. Students will identify possible adaptations of the recipe for vegetarians and special dietary needs. | <ul style="list-style-type: none"> Students will demonstrate their knife skills to prepare vegetables and meat safely and hygienically. |

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| HALLOUMI KEBABS | <ul style="list-style-type: none"> • Students will know how to use the grill. • Students will be able to cook a protein rich vegetarian dish. | <ul style="list-style-type: none"> • Students will be organised and use their initiative to work independently. | <ul style="list-style-type: none"> • Students will demonstrate the skill of measuring and dividing ingredients accurately in order to produce quality controlled halloumi kebabs. |
| GRREN THAI CURRY | <ul style="list-style-type: none"> • Students will identify different foods from around the world. • Students will know what effects food choice. | <ul style="list-style-type: none"> • Students will use their resilience to produce accurate and quality work. | <ul style="list-style-type: none"> • Students will demonstrate an international dish, marinating the meat and preparing the vegetables. |
| PASTA BAKE | <ul style="list-style-type: none"> • Students will know how to make a dish full of micronutrients. • Students will be able to make a roux sauce independently. | <ul style="list-style-type: none"> • Students will communicate what the micronutrients are and why they are needed in the diet. | <ul style="list-style-type: none"> • Students will demonstrate their organisational skills to produce a sauce of the correct consistency and suggest alternatives such as using semi-skimmed milk or lower fat cheese. |
| DUTCH APPLE CAKE | <ul style="list-style-type: none"> • Students will know how to make a cake using the whisking method. • Students will identify the functions and uses of the main ingredients used in cake making. | <ul style="list-style-type: none"> • Students will use their resilience to explain the science of aeration and what makes cake rise. | <ul style="list-style-type: none"> • Students will use the creaming method with a whisk to demonstrate how aeration is used to make cakes rise. |

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| EVALUATION | <ul style="list-style-type: none"> Students recognise the expected standards and if they are meeting them. | <ul style="list-style-type: none"> Students communicate all the cooking techniques they have used during the term. | <ul style="list-style-type: none"> Students match up the recipes they have produced to the techniques they have covered. Students target set where they can make improvements. |
| HEAT TRANSFER | <ul style="list-style-type: none"> Students understand why food is cooked and why. | <ul style="list-style-type: none"> Students use their initiative to define key words and recognise why we cook food. | <ul style="list-style-type: none"> Students will be able to name several key words/technical vocabulary to underpin the reasons and methods that are used to cook food. |
| STREET FOOD | <ul style="list-style-type: none"> Students carry out a detailed analysis of the task. Students identify and select a cuisine of choice. Students research possible recipes and select one or two ideas that will be suitable to meet the design brief. | <ul style="list-style-type: none"> Students use leadership skills to plan and make a dish or range of savoury dishes suitable for a street food stall. | <ul style="list-style-type: none"> Students plan, prepare and cook one or two suitable dishes over the next two lessons, justifying their reasons for choosing them. |
| EVALUATION | <ul style="list-style-type: none"> Students demonstrate how to evaluate and analyse throughout the planning and making process. | <ul style="list-style-type: none"> Students use resilience to plan and organise their work to ensure it meets the needs of the design brief. | <ul style="list-style-type: none"> Students produce a written evaluation which considers the needs of the target market and the design brief. |