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| **YEAR 9 2021-2022 Summer TERM**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Food Choice** | |
| **Curriculum Intent** | **In addition to working further on objectives from Year 8 and spring and summer term of year 9, pupils will be taught, following National Curriculum guidelines, the following this term:**   * To understand the reasons that affect individual food choice * To know the importance of selecting foods with health and nutrition in mind * To consider cost when selecting ingredients * To know the importance of budgeting when shopping for food * Be able to identify ways that cost can be reduced when making family meals * To be able to suggest uses for leftovers, to make other meals * To understand how individual health factors affect diet and choices * To know the needs of different special diets * To be able to make good choices based on the Eatwell Guide and Dietary Guidelines * Be able to modify recipes * Know about food labelling and how to use it to inform dietary planning   Skills during practical work:   * weighing & measuring * know and understand the safety and hygiene rules and be able to apply them * understand how to use alternatives in the diet for people who need to avoid certain ingredients * use of a range of ingredients to combine and make dishes * know when products are cooked * use of cooker, including hob and oven control * knowing how to cook meat avoiding cross contamination * be able to identify the main nutrients contained in the dishes made * be able to suggest modifications to recipes to make them suitable for different dietary groups * be able to test and evaluate food products through sensory analysis |
| **Skills/National Curriculum Links** |
| **Spiritual, moral, social, and cultural development** | **SMSC:** Consideration of peers and adults when working in a practical environment, helping and supporting others, listening and contributing in theory lessons. Consideration of those requiring special diets  **PSHE/British Values:** The importance of diet for all including special diets, religion, allergies and intolerances. The importance of providing choices in diet to suit all individuals and groups. |
| **Numeracy** | **Numeracy:** costing, weighing, measuring, portion control, oven temperatures, amount of nutrients required  **Skills Builder:** weighing and measuring, use of domestic appliances, evaluation & suggesting improvements, creativity, solving problems, teamwork, supporting others, knowledge of health and nutrition |
| **Literacy** | **Vocabulary Tier 2**: ingredients, equipment, describing adjectives, expense, costing, budgeting, portioning  **Vocabulary Tier 3:** allergies, intolerances, anaphylaxis, coeliac, lactose intolerance  **Reading:** Reading to find information from resource sheets & PowerPoints, reading food labels, recipes  **Writing:** Answering questions, writing evaluations and justifying practical choices  **Oracy:** Answering questions, group discussions, evaluating their dishes at the end of practical lessons |
| **Becoming future ready** | **Careers/Employability:** chef, product development, advisor |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product:** the quality of finished food products  **By resource:**  support sheets and extension sheets are provided  **By Intervention**: by providing different levels of supervision and support  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **By Task:**Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:   * Identify nutrients and nutritional profile of dishes * Discuss reasons affecting food choice * Identify personal reasons for food choice * Consider how food choice affects health * Select suitable ingredients for dishes to appeal to different people * Cost recipes * Suggest changes to alter the cost of recipes/dishes * Follow recipe instructions to work independently * Judge whether food products are cooked * Achieve good quality products * To carry out practical work in an organised manner * Apply neat finishes to food products * Evaluate own food products and those made by others * Be able to follow health, safety and hygiene requirements in practical work * Be able to show regard for timekeeping and completing work within the time set * Be able to use ovens and hobs safely * Understand the importance of good hygiene   Red denotes interleaving; aspects of knowledge covered previously. |
| **Learning Outcomes (Core Knowledge)** |
| **Current learning to be developed in the future within:** | Pupils studying FPN in year 10 will develop learning on food choice, religion, special diets, budgets, recipe modification.  Pupils studying H&C in year 10 will cover food choice, health, costing, religion and special diets. |
| **Assessment** | Refer to assessment maps for formative and summative assessment opportunities. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |

