# YEAR 9 2021-2022 Summer TERM

**'An ambitious curriculum that meets the needs of all'**

## Medium Term Planning - Topic: Food Choice

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| **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:** |
| **Skills/National Curriculum Links** | • To understand the reasons that affect individual food choice<br>• To know the importance of selecting foods with health and nutrition in mind<br>• To consider cost when selecting ingredients<br>• To know the importance of budgeting when shopping for food<br>• Be able to identify ways that cost can be reduced when making family meals<br>• To be able to suggest uses for leftovers, to make other meals<br>• To understand how individual health factors affect diet and choices<br>• To know the needs of different special diets<br>• To be able to make good choices based on the Eatwell Guide and Dietary Guidelines<br>• Be able to modify recipes<br>• Know about food labelling and how to use it to inform dietary planning<br><br>Skills during practical work:<br><br>• weighing & measuring<br>• know and understand the safety and hygiene rules and be able to apply them<br>• understand how to use alternatives in the diet for people who need to avoid certain ingredients<br>• use of a range of ingredients to combine and make dishes<br>• know when products are cooked<br>• use of cooker, including hob and oven control<br>• knowing how to cook meat avoiding cross contamination<br>• be able to identify the main nutrients contained in the dishes made<br>• be able to suggest modifications to recipes to make them suitable for different dietary groups<br>• be able to test and evaluate food products through sensory analysis |
| **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<br><br>**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<br>**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<br>**Vocabulary Tier 3:** allergies, intolerances, anaphylaxis, coeliac, lactose intolerance<br>**Reading:** Reading to find information from resource sheets & PowerPoints, reading food labels, recipes<br>**Writing:** Answering questions, writing evaluations and justifying practical choices<br>**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: |
| **QFT/SEND Provision** | **By product:** the quality of finished food products<br>**By resource:** support sheets and extension sheets are provided<br>**By Intervention**: by providing different levels of supervision and support<br>**By Progressive Questioning:** exploring pupils' understanding through interactive dialogue.<br>**By Grouping:** according to prior attainment, gender, social preference, preferred learning style.<br>**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. |

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| | **By Offering Optional Activities:** In class or as homework, to extend learning.<br>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **Implementation Curriculum Delivery** | To be able to: |
| **Learning Outcomes (Core Knowledge)** | • Identify nutrients and nutritional profile of dishes<br>• Discuss reasons affecting food choice<br>• Identify personal reasons for food choice<br>• Consider how food choice affects health<br>• Select suitable ingredients for dishes to appeal to different people<br>• Cost recipes<br>• Suggest changes to alter the cost of recipes/dishes<br>• Follow recipe instructions to work independently<br>• Judge whether food products are cooked<br>• Achieve good quality products<br>• To carry out practical work in an organised manner<br>• Apply neat finishes to food products<br>• Evaluate own food products and those made by others<br>• Be able to follow health, safety and hygiene requirements in practical work<br>• Be able to show regard for timekeeping and completing work within the time set<br>• Be able to use ovens and hobs safely<br>• Understand the importance of good hygiene<br><br>Red denotes interleaving; aspects of knowledge covered previously. |
| **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.<br>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. |