YEAR 9 2023-24 Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Health and nutrition and special diets

Curriculum Intent	**In addition to working further on objectives from Year 8, pupils will be taught, following guidelines, the following this term:**
Skills/National Curriculum Links	• develop technical skills needed to produce a range of healthy, nutritious dishes • build knowledge and understanding of the five nutrient groups, their functions and sources • understand the effect of deficiency and excess • know the effect on health of a poor diet • know the basic requirements of different life stages • understand the link between diet and a range of health conditions • evaluate and test their products and the work of others • understand and apply the principles of healthy eating and the Eatwell Guide, learned throughout year 7 and 8. • cook a repertoire of both savoury and sweet dishes so that they are able to feed themselves and others a healthy and varied diet • become competent in selecting and preparing ingredients; using utensils and electrical equipment; applying heat using frying, boiling and baking; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients • follow recipes either by demonstration or instruction sheets and be able to make suggestions for adapting recipes. Skills during practical work: • weighing & measuring • know and understand the safety and hygiene rules and be able to apply them • understand temperature control and its importance to prevent food poisoning • use of a range of basic ingredients to combine and make dishes • knife skills, use of bridge and claw, slicing and dicing • use of cooker, including hob and oven control • knowing when products are cooked and being able to test them • mix, forming a batter to form a healthy cake option • being able to make and blend a soup • being able to cook pasta 'al dente' • knowing how to cook meat avoiding cross contamination • knowing the main nutrients contained in the dishes made
Cross Curricular Links	**SMSC:** Consideration of peers and adults when working in a practical environment, helping and supporting others, listening and contributing in theory lessons **PSHE/British Values:** Health, diet, preventing disease, taking personal responsibility for own health **Literacy:** key words – these feature within the work booklet and the key stage 3 literacy booklet **Skills Builder:** weighing and measuring, use of domestic appliances, evaluation & suggesting improvements, creativity, solving problems, teamwork, supporting others, knowledge of health and nutrition
Numeracy	**Numeracy:** weighing, measuring, portion control, oven temperatures, amount of nutrients required
Literacy	Vocabulary Tier 2: source, function, sensory descriptors, equipment Vocabulary Tier 3: amino acid, carbohydrates, complex, simple carbohydrates, lipids, deficiency diseases Reading: Reading to find information from resource sheets Writing: Answering questions, writing evaluations and justifying practical choices Oracy: Answering questions, evaluating their dishes at the end of practical lessons
Becoming future ready	**Personal Skills:** food preparation, use of equipment, ability to cook healthy meals **Careers/Employability:** hospitality industry, health care, nutritionist, dietician
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	**By product:** learners will perform at different levels according to ability, some learners may be ab attempt a more complex design in some practicals, some will achieve different levels of neatness and overall quality **By resource:** support sheets are available, for example word banks for sensory testing, literacy b spelling, stretch and challenge tasks in the work booklet **By Intervention**: by providing different levels of supervision and support during lessons, learners may provide support for others during practical lessons by 'teaching' a skill once they have mastered it **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** seating plans are considered and where appropriate learners may be grouped according to ability, to enable tired tasks to be set, or more able learners to support those who are struggling to master skills in practical work **By Task:** Pupils are involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range, they form targets for future practical work by identifying WWW and EBI at the end of practical sessions and set targets for upcoming work in their key assessment and practical assessment **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.
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Core Knowledge)	• Know how dishes follow the advice of the Eatwell Guide • Understand the importance of healthy eating • Know some of the consequences of eating an unhealthy diet • Describe the five nutrient groups, functions and sources • Explain how dietary requirements differ at different stages of life • Describe nutritional deficiencies and excess • Discuss the dietary requirements of different groups • Discuss diet related illness • Carry out practical work in an organised manner • Follow health, safety and hygiene requirements in practical work • Show regard for timekeeping and completing work within the time set • Use ovens and hobs safely • Decide when products are cooked and be able to test for this • Explain the importance of good hygiene • Demonstrate high standards of hygiene when working in a kitchen Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Bakery and raising agents unit • Know about raising agents and bakery ingredients, their functions and how they work during preparation and cooking • Be able to use raising agents in bakery products to make a light and risen product • Be able to make a range of quality bakery products showing attention to detail
Assessment	• Assessment of practical work – learners complete this in work booklet, teacher provides wow, how, now tasks • Assessment of practical work – learners complete written work in work booklet, teacher provides wow, how, now tasks
Impact	Attainment and Progress – Refer to assessment results / data review documentation.