

**Food Preparation and Nutrition – Year 9**

Knowledge and Skills – Students will be taught to...	Reading, Oracy, Literacy and Numeracy	Formative Assessment (On-going)	Summative Assessment (Middle and end of project)	Link to GCSE Content
<ul style="list-style-type: none"> <li>• Respond to the overarching themes of Commercial Production and ‘World of Work’, Environmental Factors and Enhancement Techniques.</li> <li>• Creatively respond to a context analysing all factors.</li> <li>• Write a detailed Design Brief that fully meets the need of their user.</li> <li>• Undertake appropriate research.</li> <li>• Write a comprehensive specification or criteria.</li> <li>• Fully analyse dishes and ingredients to explain how these impact on the development of a final dish.</li> <li>• Identify and undertake appropriate further research.</li> <li>• Plan the use of appropriate ingredients and processes to be used for the cooking of their dish</li> <li>• Independently use an ever-increasing range of equipment and processes in the safe preparation of ingredients and dishes.</li> <li>• Evaluate their dishes against all criteria and develop possible improvements.</li> <li>• Considering cuisine and culinary traditions from a range of countries. (6), (13)</li> <li>• Encouraging the development and modification of recipes. (9)</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Written context.</li> <li>• Reading of gathered research prior to analysis.</li> <li>• Development of presentations of work to showcase their learning to others</li> </ul> <hr/> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Measuring techniques to ensure accuracy.</li> <li>• Weighing appropriate ingredients.</li> </ul> <hr/> <p>Oracy</p> <ul style="list-style-type: none"> <li>• Individual speaking:</li> <li>• Discussion of design work through peer feedback and through the evaluation of a product.</li> <li>• Present the outcomes of dishes produced and learning through small group presentations to peers and staff.</li> </ul>	<p>Questioning in lessons</p> <p>Whole class feedback</p> <p>Individual feedback in lessons</p> <p>Marking areas of focus and identifying areas for improvement.</p> <p>Peer and self-assessment of written work</p>	<p>3 written exams throughout the year focussing on:</p> <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Maths skills</li> <li>• Literacy skills</li> <li>• Designing</li> </ul> <p>3 marked coursework tasks focussing on:</p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Evaluation</li> <li>• Other higher level thinking skills</li> </ul>	<p>LO6 understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international), to inspire new ideas or modify existing recipes.</p> <p>LO9 develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes, cooking methods and portion sizes</p> <p>LO13 make decisions about which techniques are appropriate based on their understanding of nutrition, food, different culinary traditions and cooking and food preparation content in order to achieve their intended outcome. They should be able to carry out these techniques safely and combine them into appealing meals whilst evaluating the results.</p>