

Oasis Academy MediaCityUK Scheme of Learning

Scheme of Learning

Subject: Food, Nutrition and cookery

Year group: 9

Unit / Module Title: half term 1, 2 + 3 (Sept-Feb)

How does this unit build on prior knowledge and understanding?

The scheme of work has been developed to provide all students with the opportunity to learn how to cook, as well as make informed decisions about their diet and health. It aims to introduce learners to understanding food and sources. The content of KS3 Food Technology covers the following areas:

- Cooking skills
- Diet and nutrition
- Safety and hygiene

With a particular focus on the following topics: preparing for practical, where bacteria comes from, applying the eatwell guide, micronutrients, function and sources of nutrients, nutritional needs of different groups of people, producing food for a target group, sensory evaluations and star profiles and also nutritional analysis' with the use of the traffic light system provided on packaging. This unit of work also has a bake off competition included, which discusses how to meet the requirements of a brief.

In Year 9, students make the following recipes:

- Fish cake – introduction to Food Room, using the hob, weighing solids, bridge hold and claw grip, peeling, slicing, frying, boiling, mashing, bread crumbing
- Chocolate brownies – weighing and measuring, creaming, using the oven, baking
- Mini quiche - rubbing in method, kneading, weighing and measuring, coagulation, washing up.
- Bread - demonstration of kneading, using the oven, shaping dough, and meeting the requirements of a specific group
- Taste test – taste samples of food and put them in the correct basic taste category and produce a sensory analysis
- Victoria sponge cake – Creaming method, piping

How does the unit of work develop aspirations and link to careers?

Links to healthy eating habits, Nutrition, Chef skills

This has direct links to the content covered in WJEC Eduqas GCSE Food Preparation and Nutrition and this content is revisited throughout all key stage 3. This enables students to gain the necessary knowledge and understanding should they wish to take this as an option subject.

Overarching objectives of the scheme and AOs to be covered: During this unit students will:

- become familiar with (and more confident in) the cooking area;
- learn the 4C's to Good Food Hygiene;
- learn the safe use of a knife including the bridge hold and claw grip;
- use basic kitchen equipment;
- use the cooker safely (grill, hob, oven);
- prepare a range of fresh ingredients, e.g. peeling, grating, coring;
- weigh and measure ingredients;
- learn and apply the Eatwell Guide model to meal planning (food groups, food, composite dishes, nutrients, application to meal planning);
- Understand the role of specific nutrients and their sources.
- What is balanced diet?
- Describe the main food groups

Learning Outcomes (linked to grades or levels or descriptor):

Graded 1-9

- Theory and practical based
- Apply knowledge and understanding of nutrition, food, cooking and preparation
- Plan, prepare, cook and present dishes, combining appropriate techniques
- Analyse and evaluate aspects of cooking and nutrition, food cooking and preparation, including food made by themselves

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<ul style="list-style-type: none"> Describe sources of foods from each main food group (reared, farm grown, processed, manufactured) 		
<p>Spiritual Moral Social Cultural Development: Respect for others, communicate effectively. Pupils will take pride in their work, performance and behaviour.</p>	<p>Cross-Curricular Links: Mathematics English Science ICT</p>	<p>Areas covered on the knowledge organiser:</p> <ul style="list-style-type: none"> Healthy and safety Bacteria and cross contamination Eatwell guide Micronutrients Nutritional needs Fortified Traffic light system/packaging
<p>Key Subject Knowledge Required for Staff:</p>	<p>Literacy skills:— knowledge and understanding of key words</p> <ol style="list-style-type: none"> Reading: - reviewing and develop own and others work. Reading and analysing brief Writing: - grammar, clear handwriting Spelling: - key words are used correctly Punctuation: written evidence appropriately punctuated. <p>Speaking and Listening: - feedback from Q & A, reviewing own and other work</p>	<p>Numeracy skills:</p> <ol style="list-style-type: none"> Number calculations: weighing, measuring ingredients. Cooking and preparation timings, quantity of ingredients and number of people the dish serves. Algebra and graphs: Data handling: Measurement: weight of ingredients, size of food when cutting/slicing/dicing Shape and space:
<p>Assessment Foci for the Scheme:</p>		
<p>Practical and written</p>	<p>Opportunities for Formative Assessments:</p> <p>Evaluating – Evaluation of practical's Practical skills in cooking. Self-evaluation Students complete cooker and knife safety assessment Review of work and feedback given</p>	<p>Summative Assessment:</p> <p>Written assessment Practical observations Review of work and feedback given to students on improvements to the next level.</p>

Lesson	A/O/A/F	Learning Objective(s)	Outcome(s)	Lit/Num	Suggested Activities	Differentiation	Resources	Assessment Strategies
1		<ul style="list-style-type: none"> Name the places bacteria come from State how and why food may become contaminated with bacteria 	Understand what bacteria is, where it comes from. Know the meaning of contamination and how this can be avoided	Lit Num	<p>Starter recap – food room rules + health and safety</p> <ul style="list-style-type: none"> Reminder of the expectations of the room, teacher and subject. Recap and remind students the topic of health and safety in respect of using the kitchen in the academy 	<p>Larger font given to VI students. Additional support given if needed.</p>	<p>Pen Book / task sheet Exploring Food and Nutrition for</p>	<p>Discussion Q+A Marking and feedback of work</p>

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					<p>What is bacteria? What is contamination? Concept-mapping information about where bacteria come from. Teacher-led questioning, explanations and discussion of:</p> <ul style="list-style-type: none"> • where bacteria come from • preparing for practical work • Using the correct colour chopping board to prevent cross-contamination • Read and discuss stats and facts <p>Topic 3.2, 1.2</p>	Writing frame for low ability	Key Stage 3 textbook	
2	<ul style="list-style-type: none"> • Discuss the eatwell guide • Describe the main food groups • Use the Eatwell Guide to assess next week's recipe 	Recap of how to follow the eatwell guide. Students will identify foods from the food groups and the nutrients they provide.	Lit Num	<p>Starter- recap what are the macronutrients?</p> <ul style="list-style-type: none"> • Recap the eatwell guide • Eatwell guide task <p>What are the groups called that make up the eatwell guide? What do the different sized sections mean? What are government guidelines? – recap advice that is given</p> <p>Look at next week's lesson where students will be making a pizza containing ingredients from various sections of the Eatwell Guide</p> <ul style="list-style-type: none"> • What ingredients are from what group? • What nutrients are provided? <p>Topic 3.2, 1.2</p>	<p>Larger font given to VI students. Additional support given if needed. Writing frame for low ability</p>	Pen Book / task sheet	Discussion Q+A Marking and feedback of work	
3	<ul style="list-style-type: none"> • Demonstrate safe and hygienic working practices to prepare self and environment for cooking • To use a sharp knife safely and develop kneading skills to produce a pizza 	<ul style="list-style-type: none"> • To produce a pizza whilst demonstrating safe and hygienic working practices to prepare self and environment for cooking 	Lit Num	<p>Pizza - including safe and hygienic working practice, using, cleaning and storing knives, demonstration of knife safety, bridge hold and claw grip. Skills including peeling, slicing, kneading, using the oven, Topic 2.4, 7.2, 7.3, 7.4, 7.6</p>	<p>Larger font given to VI students. Additional support given if needed.</p>	Recipe sheet Ingredients and equipment Camera if available.	Observation Discussion Q+A	

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4	To know my strengths and development areas and improve my mistakes	<p>GROWTH LESSON</p> <p>Recap and develop knowledge and understanding of bacteria to identify the possible risks during the pizza practical. Also use the eatwell guide adapt the recipe</p>	Lit Num	<p>Refer back to previous practical lesson - what were the possible contamination risks? How were they avoided?</p> <p>Eatwell guide – how could we increase nutrition content or include more of the food groups?</p> <p>Alongside this an evaluation is required (WWW, EBI, key skills/methods used, health and safety checks and also key ingredients and their uses)</p>	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
5	<ul style="list-style-type: none"> Produce a batch of fish cakes Using the hob safely to boil and fry 	<p>Produce a protein based dish with added micronutrients.</p> <p>demonstrating and evidencing health and safety practices</p>	Lit Num	<p>Fish cake practical - safe and hygienic working practice, using, cleaning and storing knives, peeler, chopping board etc. skills including mashing, coating, using the hob, weighing solids, bridge hold and claw grip, peeling, slicing,</p> <p>Photographs to be taken during practical for evidence.</p>	Additional support given if needed.	Recipe sheet Ingredients and equipment Camera Printer	Observation Discussion Q+A
6	<ul style="list-style-type: none"> Name the micronutrients – vitamins A, B group, C and D, and minerals calcium, iron and sodium (salt) State at least one function and source of each micronutrient Name the stages in making wheat flour Be able to explain the difference between wholemeal, brown and white flour 	<p>Understand what micronutrients are.</p> <p>Gain an understanding of their function and sources.</p>	Lit Num	<p>Micronutrients in food.</p> <p>Teacher-led questioning and explanation of what the micronutrients are their functions and source.</p> <p>What does fortified mean?</p> <p>Why are some foods fortified with micronutrients?</p> <p>Fortified foods – do an internet search to find out which nutrients breakfast cereals have added to them and suggest reasons why</p> <p>Topic 1.6 Topic 2.1</p>	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	Pen Book / task sheet <i>Exploring Food and Nutrition for Key Stage 3</i> textbook	Discussion Q+A Marking and feedback of work

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7	To know my strengths and development areas and improve my mistakes	GROWTH LESSON Identify micronutrients in the recipe used and what they provide for the body. State the micronutrients added to white flour in the UK	Lit Num	Micronutrients – what ingredients provided the micronutrients in the recipe for fish cakes? What is the function of these? Recap/refer back to bacteria and contamination - what were the possible contamination risks? How were they avoided? Discuss which cereals can be made into flour Give 3–5 examples and recipe ideas that these could be made into What nutrients are provided? What are their function? Topic 1.6, Topic 2.1	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
8	<ul style="list-style-type: none"> Demonstrate accurate weighing and measuring, safe use of the oven and independently following a recipe. Demonstrate safe and hygienic working practices to prepare self and environment for cooking 	Produce a batch of chocolate brownies	Lit Num	Chocolate brownies- including safe and hygienic working practice, using, cleaning and storing mixing bowl. Wooden spoon, oven, scales etc. Skills including weighing accurately, creaming, sieving, using the oven,	Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A
10	<ul style="list-style-type: none"> Name the different target groups Have an understanding of how nutritional needs vary with age and health conditions State at least one nutritional need of each target group 	Gain an understanding of nutritional needs of different people	Lit Num	Identify the different target groups. Do students know people in each target group? Teacher-led questioning and explanation of why nutritional needs vary at different ages and for different health conditions. One or two groups to present their target group's nutritional needs to the class. – Other groups to make notes? Read case studies on individual groups and their diet. Question are they getting everything that they need?	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	Pen Book / task sheet	Discussion Q+A Marking and feedback of work

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				<p>Revise the functions of the nutrients covered Match specific nutrients to foods</p> <p>Meals for children when eating out – do they follow the Eatwell Guide? Topic 1.8</p>			
11	To know my strengths and development areas and improve my mistakes	<p>GROWTH LESSON</p> <ul style="list-style-type: none"> - Nutritional needs of different people applied to a recipe - Design well-shaped bread rolls for a named target group 	Lit Num	<p>Complete the table to show the special nutritional needs of different target groups Applying nutritional knowledge to a recipe – plan out a bread practical that meets the needs of a named target group Topic 1.8</p>	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
12	Make well-shaped bread rolls for a named target group	Produce a batch of bread rolls that are nutritionally suitable for a specific group of people	Lit Num	<p>Bread practical for a target market</p> <ul style="list-style-type: none"> • Make a bread dough • Shape a bread dough • Use the main oven safely <p>If group work, students allocate tasks: some make the dough and the others prepare fillings, coatings.</p> <ul style="list-style-type: none"> • Ingredients, recipe and method for cheese and onion rolls and Chelsea buns <p>Topic 1.8 Chapter 7 'Skills focus'</p>	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment Camera if available.	Observation Discussion Q+A
13	<ul style="list-style-type: none"> • State the characteristics we use to evaluate food, e.g. appearance • State the controlled conditions needed for sensory evaluation • Explain the three main types of sensory tests: preference, 	<p>Understand what is meant by a sensory analysis and the different types of sensory tests</p> <ul style="list-style-type: none"> - How the results of these tests are compiled 	Lit Num	<p>Read example of sensory evaluation Sensory evaluation and star profiles What is taste? Teacher-led explanation of the controlled conditions needed for sensory evaluation and the different types of sensory testing. Ask the questions:</p> <ul style="list-style-type: none"> • Can you think of advantages/ disadvantages of any of the sensory tests? <p>How could star profiles be used in the food industry? Chapter 4 'Food choice'</p>	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	Pen Book / task sheet	Discussion Q+A Marking and feedback of work

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		discrimination and grading						
14		<ul style="list-style-type: none"> Recall the five main tastes Describe the sensory characteristics of a variety of different foods using the correct sensory descriptors, e.g. attractive 	Carry out a sensory analysis of a range of different foods	Lit Num	<p>Taste test</p> <p>What is taste? – taste samples of food and put them in the correct basic taste category.</p> <ul style="list-style-type: none"> Basic tastes worksheet Samples of the different tastes for preference test, discrimination test and grading test 	Larger font given to VI students. Additional support given if needed.	Tastes sheet Food samples and equipment Camera if available.	Observation Discussion Q+A
15		To know my strengths and development areas and improve my mistakes	<p>GROWTH LESSON</p> <ul style="list-style-type: none"> Produce a sensory analysis Carry out profiling of a product and present it as a star profile 	Lit Num	<p>Assess the results of the sensory analysis tests</p> <p>Create star profiles and complete a sensory analysis based in the taste test carried out in the previous lesson</p>	Writing frame for low ability. Higher – detail within written explanation – more examples given	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
16		<ul style="list-style-type: none"> To understand the traffic light system on food packaging Analyse the nutrients in a food product 	Analyse the nutritional contents of food products	Lit Num	<p>What is meant by the traffic light system on packaging? Recap Gov guidelines and advice</p> <p>Discuss advantages and disadvantages of this system.</p> <p>Collect traffic light labels of food packaging from a food product (e.g. cauliflower cheese)</p> <p>Nutritional analysis – teacher demonstration.</p> <p>Examining & analysis - Using books or computer students are to analyse the nutrients provided from food products</p> <p>Why do you think nutritional analysis is useful?</p> <p>Topic 1.9</p>	Larger font given to VI students. Additional support given if needed. Writing frame for low ability	Pen Book / task sheet	Discussion Q+A Marking and feedback of work
17		To know my strengths and development areas and improve my mistakes	<p>GROWTH LESSON</p> <ul style="list-style-type: none"> Recall the names of the macronutrients and micronutrients Analyse the nutrients in a recipe and food product 	Lit Num	<ul style="list-style-type: none"> State the recommended percentages of energy from protein, fat and carbohydrate Using the recipe provided (differentiate by giving different recipes out) students are to analyse the nutrients and produce their own traffic light system for the recipe 	Varied recipes Writing frame for low ability. Higher – detail within written explanation –	Pen Book / task sheet	Discussion Q+A Marking and feedback of work

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				Was the recipe adapted in any way? Topic 1.9	more examples given			
18	BAKE OFF COMPETITION	To respond to a brief, working as a team to design and create a creative cake. <ul style="list-style-type: none"> 	Produce a design and time plan as a team. Identifying what they want it to look like. Considering flavour and decorations.	Lit Num	Bake off competition Do now: <ul style="list-style-type: none"> Name 4 ingredients used to make a sponge cake Brief: Work as a team to create a stand out layered sponge cake. This will need to follow a theme of your choice and will be presented to judges. Your cake will be made from two Victoria sponge cakes sandwiched together with a filling and then decorated to a high standard. <ul style="list-style-type: none"> discuss ingredients and methods Consider design as a team Time plan	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A Marking and feedback of work
19		To respond to a brief, working as a team to design and create a creative cake. <ul style="list-style-type: none"> To practice the creaming method of baking a cake 	Produce two sponge cakes following the plan made, that can be sandwiched and decorated next lesson	Lit Num	Practical 7- Cake baking practical as a team students are to bake their cakes (cakes to be frozen)	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A Marking and feedback of work
20		To respond to a brief, working as a team to design and create a creative cake. <ul style="list-style-type: none"> Student understand the aesthetics of food and importance or presentation 	Sandwich together and decorate the cake to a high standard	Lit Num	Practical 8 - Cake decorating practical, including piping -as a team students are to decorate their cakes Photographs to be taken for the competition	Larger font given to VI students. Additional support given if needed.	Recipe sheet Ingredients and equipment	Observation Discussion Q+A Marking and feedback of work
21		Reflect on the progress made during this half term. To evaluate the bake off task	Producer a self-evaluation on this terms progress	Lit Num	Complete self-evaluation for this term for all topics covered and also evaluate the bake off task	Larger font given to VI students.	Pen Book / task sheet	Discussion Q+A Marking and feedback of work

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						Additional support given if needed. Writing frame for low ability		
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