



Kings Langley School
Unlocking Potential for Life

Food Programme of Study And Teacher Guide



What is Food?

Intent

Implementation

Impact

Overview of Food

Long term plan for year 9

Medium term plan for year 9

Short term Plan for year 9

Student knowledge and skill tracker for year 9



Year 7 “No One is born a great cook one learns by doing” Julia Child

Year 8 “Cooking is all about people. Cooking is about the only universal thing that has the power to bring everyone together. No matter what the culture, everywhere around the world people eat together” Guy Fieri

Year 9 “ In cooking you have to master something good before you can make something great” Katie King Runfold

What is Food?

- In year7 students have very little experience of the areas of Food at primary school. Very few primary school have the facilities to cook so knowledge is mainly theoretical and very limited. Some students do start year 7 with a sound knowledge of practical cooking but this has mainly come from relatives with a passion for these subjects teaching them at home
- The SOW for Food is based on health and well-being. The courses are also designed as a foundation course in preparation for the GCSEs (Food preparation & Nutrition and DT GCSE)
- SOW for KS3 are mapped down from the requirements of KS4 and builds on work started in primary school although very few students have much experience of food in primary school.

Intent

- To help support the health and well-being of the students
- To have a greater understanding of the real world of design around them
- GCSE- In Food and Nutrition and GCSE in DT achieving their target level or beyond
- To go onto further study at A level or into the world of work

Implementation

- Students have a 9 week rotation system in KS3 experiencing four areas;- Food , Textiles , RM and Graphics
- A range of Practical work and theory work with every increasing complexity across the key stage
- Homework's are provided regularly throughout the SOL to support the practical and knowledge required, shared with students on Show My Homework. Homework's are set according to school policy (day, length etc.)
- Students will be quick assessed with quick start recall questions at the start of every lessons and assessed at the end of the unit with an hours test to see long term memory recall These end of rotation tests will have GCSE style questions built into them The work is assessed at the end of the unit to provide data for the reports and to assess progress.
- Students practical work will be assessed in Food.
- In Food a final food own choice practical with a design and make activity with accompanying time-plan.
- Literacy will also be assessed with a key word spelling test
- The SOW are mapped down from the GCSE specifications. As the SOW builds, it develops breadth of knowledge leading and supporting to the GCSE examination requirements. The SOW aims to improve student's skills, particularly those relating to the application of knowledge, such as problem solving, analysis and evaluation plus practical applications. The SOW is challenging and teaches to the top.
- The SOW is progressive and challenging aiming to give students the best possible experience in the area.
- The SOW is linked to the national curriculum requirements for Food and Textiles
- The SOW includes Literacy, numeracy , Character and STEM activities which are interleaved throughout
- The SOW is built on intent (rich and varied not just teaching to a test), implementation (engagement of students through the process not just the outcome) and impact (detailed knowledge and skills).

Impact

Students will become more able to prepare and cook basic recipes for themselves

Be aware of ingredients and the impact on their health and hopefully make better food life choices for a healthier lifestyle

Some students will be inspired to continue with the subject into year 10 and 11 and then into the food industry as a career choice

Overview of Food curriculum



	1	2	3	4	5	6
YEAR 7	Food nutrition and health ;-Healthy eating, Fruits and vegetables, soups Food safety: Basic Personal hygiene Food choice: Myself- what do I need? Prepare cook techniques Basic/intermediate	<p style="text-align: center;">This SOL is repeated for the next 3 rotations Students are taught on a 9 week rotation which occurs 4 times in the year with RM, Graphics and Textiles</p> <p><i>(lesson content, sequence, and practical's may vary slightly due to a range of circumstances- e.g., teachers, rooming's, equipment calendar changes, assessment weeks, weather, students special dietary needs etc..)</i></p>				
YEAR 8	Food nutrition and health Health identified in self Importance of carbohydrates Food Safety Intermediate personal hygiene Food choice Others- teenagers Prepare cook techniques Basic/intermediate					
YEAR 9	Food nutrition and health Evaluate healthy eating Dietary groups Macro& micro nutrients Food safety Higher Personal hygiene Food choice Manufacturing Religion culture Prepare, cook techniques, Intermediate/higher skills					
YEAR 10	Food Safety	Food Nutrition and health	Food science	Food choice	Food provenance	Mock NEA
YEAR 11	NEA1 Food Science investigation	NEA2 Nutrition Preparation and planning		Revision	Revision	
YEAR 12	No A level Food					
YEAR 13	No A level Food					

Rationale

For year on year

Food is a progressive subject that builds each year on the previous year's knowledge and skills. This course enables students to become more informed and competent skilled cooks. Students will gain a deeper understanding of healthy eating and lifestyle choices during the course enabling them to make appropriate informed decisions for the rest of their lives.



Long Term Plan For Year 9

	1	2	3	4	5	6
YEAR 9	<p>Food nutrition and health Food nutrition and health Evaluate healthy eating Dietary groups Macro nutrients Micro nutrients Eat-well guide Commodities;- Flour Eggs Cheese Milk bread Food science Caramelisation Coagulation Shortening Sensory testing and radars- star profiling Food safety <i>Higher Personal hygiene</i> Food choice Socio economic food choice Manufacturing Religion Culture- food from around the world Special diets Food provenance Fair trade Air miles Organic foods</p>	<p>This SOL is repeated for the next 3 rotations Students are taught on a 9 week rotation which occurs 4 times in the year with RM, Graphics and Textiles</p> <p><i>(lesson content, sequence, and practical's may vary slightly due to a range of circumstances- e.g., teachers, rooming's, equipment calendar changes, assessment weeks, weather, students special dietary needs etc..)</i></p>				

GM

Prepare, cook techniques,

Garnish, Plan

Intermediate skills

Selection and use of a range of garnishes

Follow own recipe instructions *simple-Time-plan***Prepare, cook techniques,**

Garnish, Plan

Intermediate skills

Selection and use of a range of garnishes

Follow own recipe instructions *simple-Time-plan*

Analyse and evaluate

Analyse their own and other practical work through evaluations

Practical's

Shortcrust pastry tarts

Upside down pudding

Swiss roll

Savoury tarts/Quiche

Pizza Wheels

Banana Muffins

Lasagne

Food 'Progress Path Assessment Criteria' for Year 9

	1	2	3	4	5	6	7	8	9
Where food comes from	Minimal. Understanding You can name most of the ingredients and link them to their food classification groups	Limited. You can start to apply knowledge and terms of ingredients and where they come from.	Basic You can apply knowledge to inform the use of ingredients.	Satisfactory. You have a very good understanding of ingredients, food classification and where they originate from	Good You have a high degree of understanding of ingredients, food classification and origin and can justify their use.	Very Good. You have an outstanding understanding of ingredients, food classification and origin , justifying their use. You use the correct technical language.	High. You have an exceptional understanding of food provenance and ingredients, food classification and origin and can apply them to your work, justifying their use according to consumer need. You consistently use the correct technical food language.	Outstanding	Exceptional
Food preparation cooking	Minimal. Your product is complete. You choose tools, equipment, Ingredients and processes with guidance. You work with some accuracy.	Limited. You select and use a range of equipment and ingredients. You can produce a successful product with some help.	Basic. You can work as a member of a team to organise your work area. You can produce a product with some guidance after being shown what to do. You select and use a range of ingredients and equipment with some accuracy and safely.	Satisfactory. You can explain the characteristics of ingredients, equipment, and processes. You work independently check your own work. You produced a quality product, which demonstrated some creativity. You are safe.	Good. You work independently check your own work. You produced a quality product garnished You can modify recipes using ingredients, equipment and processes. To make them healthy You can solve technical problems when they arise and can justify your decisions. You are safe.	Your making is of an Very Good quality and garnishing. You plan and use your time effectively. You can justify using ingredients, equipment and processes. You can adapt ingredients and , processes to consumer nutritional needs and as circumstances change. You can solve technical problems when they arise and can justify your decisions.	Your making is consistently of an High quality. You plan and use your time effectively. You can justify using ingredients, equipment and processes. You can adapt processes ingredients to consumer nutritional needs and where circumstances change. You can solve technical problems when they arise and can justify your decisions.	Outstanding	Exceptional
Healthy Eating and Nutrition	Minimal You can identify the ingredients as healthy or not healthy. You know foods have nutrients in them and can name a few.	Limited. You can identify a range of ingredients and their position on the eat well plate You know all 8 tips for healthy eating With support you make some healthy eating choices in your selection of ingredients . You are aware of the 5 main nutrient groups and can	Basic. You can explain the eat well plate and the 8 tips for healthy eating . With minimum support you make some healthy eating choices in your selection of ingredients . You know the five main nutrient groups and can match a range of foods to these groups	Satisfactory You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make some healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify foods rich in their sources	Good. You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify a range of foods rich in their sources	Very Good. You can explain in your own words the eat well plate and the 8 tips for healthy eating. You make consistent healthy eating choices in your selection of ingredients. You can identify nutrients in different foods You know the nutrient groups and can identify a wide range of foods rich in their sources and the amounts required.	High. You consistently make ingredient choices based on healthy eating guidelines , adapting and developing your own recipes accordingly and act as an ambassador for Healthy eating. You are exceptionally confident in explaining the fundamentals of nutritional requirements for a range of target groups.	Outstanding	Exceptional



		name a food for each														
--	--	----------------------	--	--	--	--	--	--	--	--	--	--	--	--	--	--





Phase 1:	Length of phase: 9 weeks	
<p>Required pre-knowledge</p> <ul style="list-style-type: none"> Year 7 and 8 SOL 	<p>Learning intentions (knowledge)</p> <p>Food nutrition and health</p> <p>Evaluate healthy eating</p> <p>Dietary groups Macro nutrients Micro nutrients Eat-well guide</p> <p>Commodities;-</p> <p>Flour Eggs Cheese Milk bread</p> <p>Food science</p> <p>Caramelisation Coagulation Shortening Sensory testing and radars- star profiling</p> <p>Food safety</p> <p><i>Higher Personal hygiene</i></p> <p>Food choice</p> <p>Socio economic food choice Manufacturing Religion Culture- food from around the world Special diets</p> <p>Food provenance</p> <p>Fair trade Air miles Organic foods GM</p> <p>Prepare, cook techniques, Garnish, Plan</p> <p>Intermediate skills Selection and use of a range of garnishes Follow own recipe instructions <i>simple-Time-plan</i></p>	<p>Leading to</p> <ul style="list-style-type: none"> <i>Future learning Year 10 and 11 GCSE SOL</i> <p>Food nutrition and health</p> <p>Evaluate healthy eating</p> <p>Dietary groups Macro nutrients Micro nutrients</p> <p>Food science</p> <p>Caramelisation Coagulation shortening</p> <p>Food safety</p> <p><i>Higher Personal hygiene</i></p> <p>Food choice</p> <p>Manufacturing Religion culture</p> <p>Food provenance</p> <p>Fair trade Air miles Organic foods GM</p> <p>Prepare, cook techniques, Garnish, Plan</p> <p>Intermediate skills Selection and use of a range of garnishes Follow own recipe instructions <i>simple-Time-plan</i></p> <p>Analyse and evaluate</p>

	<p>Analyse and evaluate Practical evaluations Sensory descriptions</p>	<p>Analyse their own and other practical work through evaluations</p> <p>Practical's Filleting fish Jointing a chicken Making pasta from scratch</p>
<p>Required pre-skills</p> <ul style="list-style-type: none"> • Year 7 and 8 SOL 	<p>Learning intentions (skills)</p> <p>Identification of ingredients and equipment Usage of equipment/cooker Intermediate/Higher Knife skills- Cake making Sauce making Blending garnishing weighing and measuring ingredient choice/recipe design</p> <p>Practical's Shortcrust pastry tarts Upside down pudding Swiss roll Savoury tarts/Quiche Pizza Wheels Banana Muffins Lasagne</p>	
<p>Misconceptions</p> <ul style="list-style-type: none"> • Air makes bread rise • Sugar is good for you • Curry comes from India • Margarine is healthy • Pasta was created in Italy • All foods are the same • All flours can make bread • Vegetarians eat fish 	<p>Key questions</p> <p>What are the parts of an egg How can you tell if an egg is fresh What are the parts of a cereal grain How many types of flour are there What is a special diet What is a coeliac What is rennet How is cheese made How is milk pasturised</p>	

<p>Key Resources</p> <ul style="list-style-type: none"> • Practical ingredients and equipment • PPTs slides • Knowledge organisers • 	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Bread • Yeast • Proving • Dextrinization • Pizza • Gluten • Pasta • Pasta names • Coagulation • Dextrinization • Pasteurisation • Sterilisation • Condensed • Rennet • Curds and whey 	<p>Link to</p> <p><i>Character, Demonstrating</i> In practical work themselves and others Identifying character traits used in practical during evaluation</p> <p><i>SMSC</i> Where are food comes from- air miles Cultural foods- religion influences on food Social interactions of eating out</p> <p><i>Literacy, Application of Key Words</i> Evaluations Spelling tests SMHW</p> <p><i>Numeracy</i> Weighing and measuring Time keeping</p> <p>STEM Investigation STEM Key up to date elements in the food industry 3D printing Science in food practical</p> <p><i>Other curriculum areas</i> Geography- around the world food Maths- weighing and measuring</p> <ul style="list-style-type: none"> • <i>Careers- in food STEM</i>
<p>Additional notes:</p> <ul style="list-style-type: none"> • Teaching notes • See PPTS • See Health and safety policy • See end of rotation examination paper and mark scheme 		



Short Term Plans for Year 9

Year 9 Phase 1....

Phase 1	PPT reference	Learning Intentions	Key Questions	Additional Information
Lesson 1 practical Pastry making- jam fruit tarts	PPT 1 to 5	To develop rubbing technique and understand ratios in pastry To create jam tarts using the rubbing in method to gain knowledge about shortening To demonstrate modelling techniques	<ol style="list-style-type: none">1. Why do we rub in the flour?2. What fat alternative could we use for a vegan or lactose intolerant person?3. What recipes can you name that include shortcrust pastry?	
Lesson 2 practical Pineapple upside down cake	PPTS 6 to 11	Learn the whisking method- fat less sponge To create a Swiss roll to gain knowledge about chemical raising agents and the process of aeration	<ol style="list-style-type: none">1. What is a raising agent?2. What would happen to the cake if we didn't use a raising agent?3. Is yeast a chemical raising agent?	
Single theory lesson 1 Healthy eating and nutrition				

Lesson 3 practical Swiss roll	PPTS 12 to 15	Understand all in one methods To create a Pineapple Upside Down Cake, recap the skill of using an electric whisk and reinforce knowledge about aeration and raising agents	<ol style="list-style-type: none"> 1. Why do we use an electric whisk and not a hand whisk? 2. Why do we need air in our Swiss roll cake mixture? 3. What other recipes do we whisk sugar and eggs in? 	
Lesson 4 practical Savoury Tart	PPTS 17 to 20		<ol style="list-style-type: none"> 1. How does the egg change from a liquid to a solid? 2. What part of the egg has the most fat in it? 3. What are the four ways that proteins can be denatured? 	
Single theory lesson 2 Sensory testing				
Lesson 5 practical Pizza Wheels	PPTS 21 to 24		<ol style="list-style-type: none"> 1. What is the function of gluten in a bread recipe? 2. What is coeliac disease? 3. What are the symptoms of coeliac disease? 	
Lesson 6 practical Banana Muffins	PPT 25 to 29		<ol style="list-style-type: none"> 1. What is enzymic browning? 2. Why do we need to use ripe bananas in this recipe? 3. Why does this recipe have less sugar than other cake recipes? 	
Single theory lesson 3 Eggs, milk and cheese				
Lesson 7 practical Lasagne	PPT 30 to 33		<ol style="list-style-type: none"> 1. Why does the body need protein in the diet? 2. What high protein foods can be eaten as alternatives to animal products if you are vegan? 	

			3. What ingredients in our lasagne recipe has the highest amount of protein in?	
Lesson 8 Theory lesson Flour and bread				
Single theory lesson 4		Assessment	See examination questions	
Lesson 9 Practical STEM		Science of ingredients Mini cake ingredients amounts group practical		

Student Knowledge and Skills Tracker For Year 9

Year 9

Term 1 Phase 1:	Check 1	Check 2	Final check
I can measure ingredients			
I can make a dough			
I can knead			
I can divide mixtures into equal parts			
I can roll a sponge cake			
I can roll dough			
I can line a pastry tin			
I can make a sauce			
I can boil water			
I can use a hob safely			
I can use an oven safely			
I can use a sharp knife safely			
I can use a peeler			
I can turn out a cake			
I can use a pastry cutter			
I can work with a partner			

I can wash up equipment			
I can dry equipment			
I can prepare myself for cooking			
I can organise my work area			
I can behave hygienically in the food classroom			
I can use the clock to work out cooking times			