

Food Preparation & Nutrition Department – Year 9

 <p>Shirley High Curriculum Map</p>	<p><i>Students will know to apply the principles of nutrition and healthy eating and using the eat well guide, focus being protein foods. Students will know the importance of hygiene and the potential hazards when working in the technical area. Students will prepare and cook a variety of dishes incorporating theoretical understanding and knowledge. Students will learn about factors that influence food choice: ethical / animal welfare / environmental / health. Impact of food production on the environment, global warming. Student will learn about food provenance, where and how - rearing livestock; intensive / organic / free range</i></p>	
	Term 1	Term 2
	Theme/Topic/Skill:	Theme/Topic/Skill:
	Through the Disney Inspired food menu Y9 students will learn about protein and Dairy foods and make informed food choices and learn about food provenance	Through the Disney Inspired food menu Y9 students will learn about protein and Dairy foods and make informed food choices and learn about food provenance
Why Now?	To provide learners an opportunity to build on skill learnt at Y7 &8 about healthy eating and lifestyle . To enable students to prepare and cook food hygienically and safely and make informed food choices	To provide learners an opportunity to build on skill learnt at Y7 &8 about healthy eating and lifestyle . To enable students to prepare and cook food hygienically and safely and make informed food choices
Fundamental Concepts	<p>Food Safety & Hygiene: Growth conditions for microorganisms and high risk foods I</p> <p>Food Science: understanding changing properties of protein and using technical language such as gluten formation , aeration, foam, coagulation</p> <p>Food choice and Provenance: understand the origins of food and factors that influences food choice</p>	<p>Food Preparation skills- tenderising, marinating, dough making, cake making. Enrobing, shaping,</p> <p>Food nutrition and healthy eating- Protein and Dairy</p>
Students will...	<p><u>Safety and Hygiene</u> Revisit growth conditions for microorganisms and high risk foods. Name the Microorganisms (yeast, moulds and bacteria) and how they spoil food Applying food safety principles when preparing, cooking and serving food. Food Preparation: Use a sharp knife safely Use of Electrical kitchen appliances safely Prepare meat and vegetable alternatives Prepare, combine and shape ingredient Create advance pastry- choux, enriched Function of ingredients cookie and cakes Write a time plan Prepare, cook and serve a dish that demonstrates a range of skills Work independently and safely evaluate their performance in the practical demonstrating their knowledge and understanding of theory work Food Science: Revisit cooking methods Revisit gluten formation Science behind cakes +cookies + function of gluten/eggs. Links to pastry theory</p>	<p><u>Food Provenance:</u> Identify factors which influence food choice: ethical / animal welfare / environmental / health. Explain the impact of food production on the environment, global warming Identify Ethical labels e.g Red Tractor and meaning Focus on healthy eating guideline /eat more fish Design international cuisine and define distinctive features Nutrition: Revisit advice for healthy diet Revisit Eatwell guide Focus on healthy active lifestyle and eat more fish. Name Protein foods Further develop understanding of nutrients through the function and source of protein, and minerals .calcium & iron and dairy Planning nutritional needs at different life stages with a focus on teenagers, energy needs and diet related health risks: bone health, anaemia and calcium</p> <p>To investigate the factors to be considered when planning and preparing food to be sold and eaten at a festival To design and make a recipe kit to be sold or for home delivery at a supermarket</p>
Language for Life (Key terms/Vocabulary)	rearing livestock; intensive / organic / free range/ Red Tractor /RSPCA Assured Mycoproteins, amino acids, Revisit gluten formation, aeration, foam, coagulation microorganisms physical activity level PAL, dietary requirement, cuisine,	Rearing livestock; intensive / organic / free range/ Red Tractor /RSPCA Assured Mycoproteins, amino acids, Revisit gluten formation, aeration, foam, coagulation microorganisms physical activity level PAL, dietary requirement, cuisine
Extended writing Opportunities	Writing time plans for basic recipes. To write evaluation of practical work. Story board, newspaper article, leaflets,, poster and comic strips	Writing time plans for basic recipes. To write evaluation of practical work. Story board, newspaper article, leaflets,, poster and comic strips
Maths Across the Curriculum	Measurements Ratio fractions	Measurements Ratio fractions
Links to careers/aspirations	Chef, food presenter, food scientist , food critic, journalist	Chef, food presenter, food scientist , food critic, journalist
Cultural Capital	Students are given a Disney inspired project where they investigate Disney food menus and evaluate in terms of creativity, taste and presentation. Student have a choice of using own ingredients in recipes inspired from own research.	Each Disney theme has a quote to promote moral guidance and positive motivation Trip to Euro Disney possible with other department i.e. Modern language Department
Practical Application of Skills	Student to make the dishes at home and extend work by posting up photos of home cooking. Competition for best Chef with prize.	Student to make the dishes at home and extend work by posting up photos of home cooking. Competition for best Chef with prize.