

Topic: Food Safety Year 9 AT1			Duration: 8 lessons	Composite:
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Food spoilage, food poisoning, high risk foods, Cutlery, vomiting, diarrhoea, Salmonella, Listeria, Campylobacter, E Coli.	<ol style="list-style-type: none"> Explain why it can be dangerous to store some foods at a warm temperature. Name three high risk foods. What happens to bacteria when they are heated above 63°C? What happens to bacteria when they are cooled below 5°C? How can a temperature probe help keep food safe? What are the five main sources of bacteria which can contaminate food? <i>The five main sources of...</i> State 3 ways you could prevent bacteria from raw food contaminating ready-to-eat-food. <i>The three ways you could prevent...</i> Why are colour coded chopping boards used when preparing food? <i>Colour coded chopping boards are used for....</i> What does the term double dipping mean? <i>The term double dipping means ...</i> Name 3 symptoms of food poisoning. <i>Three symptoms of food poisoning are...</i> 		<ul style="list-style-type: none"> Understand the importance of hygiene and safety in food practical lessons. Demonstrate an understanding of hygiene and safety during food practical lesson to produce healthy balanced meals on a budget. Justify how hygiene and safety issues may lead to food that is unsafe to consume. Explain how a food handler can cause the spread of food poisoning. 	Pupils will use this baseline knowledge for all future practical lessons. This is interleaved with Year 7 and Year 8 introductory lessons at the start of the academic year.
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
Reading and interpreting recipes in a methodical manner with consideration of time management. Translation of success criteria point to produce a high-quality outcome.	Explaining the skills, they are learning or have learnt in each recipe. Identification of common mistakes pupils make in the cooking process.	Completion of evaluation of practical tasks using sensory analysis vocabulary to describe the success of their practical outcome.	Peer assessment and peer support through practical's, guiding each other through practical lessons. Time management- to be able to work methodically through a recipe to produce a high-quality outcome.	Teamwork, leadership, collaboration, time management, independent and group problem solving. Pupils will work towards and maintain a routine that helps them produce a food product hygienically and safely.
SEND				
<p>This term provides the baseline of knowledge that pupils will recall upon in the future.</p> <p>Skills have been logically and sequenced with an increase in complexity as pupils will more a fruit salad practical to crumbles.</p> <p>Practical skills are interleaved allowing pupils to build upon prior skills and perfect skills.</p> <p>Pupils will be provided with a WAGOLL and a dual coded recipe sheet within practical lesson, giving pupils a visual a written representation of recipe steps.</p> <p>Curriculum time will be allocated for the teaching of key vocabulary- such as hygiene and safety and quality control.</p> <p>Lesson include multi- approaches using written recipes and picture recipe cards, providing a dual code.</p> <p>Demonstration will provide pupils with a visual aid for pupils.</p>				

Topic: Food, Health and Nutrition			Duration: 6- 8 lessons	Composite: Topic and Test
Year 9 AT2				
Key vocabulary:	Core knowledge Components		Powerful knowledge components crucial to commit to long term memory	Links to previous and future topics
Nutrients, diet, balanced diet, Nutrients, fat, protein, carbohydrate, lipids and oils.	<ol style="list-style-type: none"> Name the components that make up food. State four reasons why the body needs food. Copy out the paragraph and fill in the gaps. Why do we need to eat a range of different foods ? Which mineral helps keep our teeth and bones strong ? Which type of carbohydrates should we eat less of and why ? Name the three functions of fat. Name three sources of animal fat. Name three sources of vegetable fat. Which types of fat are linked to an increased risk of heart disease? 		<ul style="list-style-type: none"> Understand what a nutrient is. Why the body needs macronutrients. Why the body needs micronutrients. Demonstrate the understanding of hygiene and safety whilst producing a repertoire of healthy foods/meals. 	Pupils will use this baseline knowledge for all future practical lessons. This is interleaved with Year 7 and Year 8 diet and health lessons.
Impressive reading	Impressive speaking	Impressive writing	Resilience	Employability via:
Reading and interpreting recipes in a methodical manner with consideration of time management. Translation of success criteria point to produce a high-quality outcome.	Explaining the skills, they are learning or have learnt in each recipe. Identification of common mistakes pupils make in the cooking process.	Completion of evaluation of practical tasks using sensory analysis vocabulary to describe the success of their practical outcome.	Peer assessment and peer support through practical's, guiding each other through practical lessons. Time management- to be able to work methodically through a recipe to produce a high-quality outcome.	Teamwork, leadership, collaboration, time management, independent and group problem solving. Pupils will work towards and maintain a routine that helps them produce a food product hygienically and safely.
SEND				
<p>This term provides the knowledge required to understand the function of nutrients in the diet.</p> <p>Skills have been logically and sequenced with an increase in complexity as pupils will move from a fruit salad practical to crumbles.</p> <p>Practical skills are interleaved allowing pupils to build upon prior skills and perfect skills.</p> <p>Pupils will be provided with a WAGOLL and a dual coded recipe sheet within practical lesson, giving pupils a visual and written representation of recipe steps.</p> <p>Curriculum time will be allocated for the teaching of key vocabulary- such as hygiene and safety and quality control.</p> <p>Lessons include multi- approaches using written recipes and picture recipe cards, providing a dual code.</p> <p>Demonstration will provide pupils with a visual aid for pupils.</p>				