

# Medium Term Plan

**Key Stage 3**

**Year 9 – Making choices**

**Time:** 18 hours

## Introduction

This scheme of work has been developed to enable pupils to secure and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a wider range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider consumer issues, food and its functions and new trends in food.

## Aims

- Pupils will extend their knowledge and understanding of food, diet and health.
- Pupils will extend food preparation and cooking techniques.
- Pupils will extend their knowledge of food provenance and consumer information.
- Pupils will extend and apply their knowledge of consumer food and drink choice.
- Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people.
- Pupils will evaluate and test their ideas and the work of others, and make recommendations for improvements.

## Learning outcomes overview

Through this Scheme of Work, pupils will:

- apply the principles of *The Eatwell Guide* and relate this to diet through life;
- list and explain the dietary needs throughout life stages;
- investigate information and guidance available to the consumer regarding food labelling, availability, traceability, food certification and assurance schemes and animal welfare;
- explain the characteristics of ingredients and how they are used in cooking;
- adapt and follow recipes to prepare and cook a range of predominately savoury dishes;
- secure and demonstrate a range of food skills and techniques;
- secure and demonstrate the principles of food hygiene and safety in a range of situations;
- investigate and discuss new food trends;
- secure and demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;
- extend and consolidate their literacy and numeracy skills by using them purposefully in a range of everyday situations;
- track their progress using the [My learning journey booklet](#) (cooking, nutrition, ingredients, food provenance and creativity).

## Prior learning

Pupils will build on their learning in Year 8: knowledge and skills include:

- describing and applying *The Eatwell Guide* and the 8 tips for healthy eating;
- explaining energy and needs through life;
- explaining key nutrients, sources and functions;
- developing and demonstrating a knowledge of the source and seasonality of a range of ingredients;
- developing and demonstrating a range of food skills and techniques;
- developing and demonstrating the principles of food hygiene and safety;
- using a variety of ingredients and equipment to prepare and cook a range of more complex dishes;
- using and adapting recipes;
- developing and applying a knowledge of food science;

- developing and demonstrating the knowledge, understanding and skills needed to engage in an iterative process of planning and making.

### Teaching and learning overview

Lesson	Learning objectives	Food Practical Recipes
1	<p>To describe and apply the principles of <i>The Eatwell Guide</i> and relate this to diet through life.</p> <p>To outline why dietary needs change throughout life stages.</p> <p>To describe the main dietary requirements in each key life stage.</p> <p>To investigate diet related health issues.</p>	
2	<p>To explain the sources, types and functions of protein.</p> <p>To describe the dietary recommendations for protein and how it relates to their diet.</p> <p>To define protein complementation.</p>	
3	<p>To develop and demonstrate knife skills, rubbing-in, forming and shaping a dough, and using the oven (baking) to prepare and cook fruit scones.</p> <p>To develop and demonstrate the principles of food hygiene and safety, focusing on using knives, grating and the oven.</p> <p>To explain the term 'seasonality' and how to reduce the waste of fruit, vegetables and bread in the home and at school.</p>	<p>Scones - <a href="https://www.foodafactoflife.org.uk/recipes/ks3-sow-2020/fruit-scones/">https://www.foodafactoflife.org.uk/recipes/ks3-sow-2020/fruit-scones/</a></p>
4	<p>To identify different special dietary needs (including food allergens, food intolerance, and religious/cultural needs).</p> <p>To investigate the information that is provided on food packaging.</p> <p>To modify a dish for a person with a specific dietary need.</p> <p>To create a food label for the modified dish.</p>	
5	<p>To secure and demonstrate knife skills, use of the hob (frying, boiling, simmering), draining, mashing, layering, and using the grill to prepare and cook a cottage pie.</p> <p>To secure and demonstrate the principles of food hygiene and safety focusing on knife skills, handling and cooking raw meat (if using), the kettle (hot water), the hob, draining and the grill.</p>	<p>Cottage Pie - <a href="https://www.foodafactoflife.org.uk/recipes/cook-club/cottage-pie/">https://www.foodafactoflife.org.uk/recipes/cook-club/cottage-pie/</a></p>
6	<p>To explain the characteristics of a range of ingredients and how they are used in cooking.</p>	

	<p>To carry out practical tests to demonstrate the characteristics of ingredients.</p> <p>To research and explain different cooking methods.</p>	
7	<p>To secure and demonstrate weighing and measuring, knife skills, grating, rubbing-in, forming and shaping, rolling out, and using the oven (baking) to prepare and cook a savoury tart.</p> <p>To secure and demonstrate the principles of food hygiene and safety, focusing on using knives, the grater, rolling-out (clean surfaces), and the oven.</p> <p>To explain the science of shortening and coagulation.</p>	Flan - <a href="https://www.foodafactoflife.org.uk/recipes/11-14-12c/tomato-and-basil-tart/">https://www.foodafactoflife.org.uk/recipes/11-14-12c/tomato-and-basil-tart/</a>
8	<p>To investigate some of the factors that affect food choice.</p> <p>To investigate ways in which food can be made appetising, including seasoning, flavouring, visual appearance, presentation.</p> <p>To investigate the nutritional requirements for teenagers and plan a suitable main meal dish.</p>	
9	<p>To develop and demonstrate knife skills, handling and cooking raw turkey, mixing, portioning, shaping, and using the grill to prepare and cook turkey burgers (or vegetarian alternative).</p> <p>To develop and demonstrate the principles of food hygiene and safety, focusing on handling and cooking raw turkey, using knives and the grill.</p> <p>To investigate how and why food is wasted; suggest ways in which food waste can be reduced.</p>	Burgers - <a href="https://www.foodafactoflife.org.uk/recipes/cook-club/turkey-burgers/">https://www.foodafactoflife.org.uk/recipes/cook-club/turkey-burgers/</a>
10	<p>To investigate the information and guidance available to the consumer regarding availability, traceability, food certification and assurance schemes, and animal welfare.</p> <p>To identify and explain food certification and assurance schemes.</p>	
11	<p>To develop and demonstrate preparation and cooking of raw meat, knife skills, and using the hob (frying, boiling and simmering) to prepare and cook Rogan josh (or vegetarian alternative).</p> <p>To develop and demonstrate the principles of food hygiene and safety, focusing on handling and cooking raw meat, using knives and the hob.</p>	<p>Curries - <a href="https://www.foodafactoflife.org.uk/recipes/meat/meaty-eats/lamb-rogan-josh/">https://www.foodafactoflife.org.uk/recipes/meat/meaty-eats/lamb-rogan-josh/</a></p> <p>or</p> <p><a href="https://www.foodafactoflife.org.uk/recipes/potatoes/potato-and-chicken-curry/">https://www.foodafactoflife.org.uk/recipes/potatoes/potato-and-chicken-curry/</a></p> <p>Or</p> <p><a href="https://www.foodafactoflife.org.uk/recipes/11-14-12c/spinach-potato-and-chickpea-curry/">https://www.foodafactoflife.org.uk/recipes/11-14-12c/spinach-potato-and-chickpea-curry/</a></p>

12	<p>To secure and demonstrate knife skills, using the hob (frying, boiling, simmering), assembling and layering, and using the oven to prepare and cook a lasagne.</p> <p>To secure and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw meat (if using), the hob, and the oven.</p> <p>To explain the science of gelatinisation.</p>	
13	<p>To investigate the factors to be considered when planning and preparing food to be sold and eaten at a festival.</p> <p>To investigate the food hygiene and safety requirements for selling food at a festival.</p> <p>To create and plan a menu suitable for serving at a festival.</p> <p>To calculate the cost of the dish and/or menu items they will be making.</p>	
14	<p>To secure and demonstrate food preparation skills, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven, to make a dish suitable to be served at a festival.</p> <p>To secure and demonstrate the principles of food hygiene and safety focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat/poultry/fish (if using), and the hob, oven or grill.</p> <p>To produce key information to help festival-goers make choices, e.g. nutritional profile, allergen information, consumer information.</p>	<p>Cauliflower Cheese - <a href="https://www.foodafactoflife.org.uk/recipes/food-life-skills/cauliflower-cheese/">https://www.foodafactoflife.org.uk/recipes/food-life-skills/cauliflower-cheese/</a></p>
15	<p>To investigate food choice, meal options and recipe-kits available in supermarkets or for home delivery.</p> <p>To write a plan for a recipe-kit to meet a specified need.</p>	
16	<p>To secure, consolidate and demonstrate knife skills, using the hob (frying, boiling, simmering) to prepare and cook a Thai green curry with rice.</p> <p>To secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on using knives, handling and cooking raw poultry (if using), cooling and storing rice, and the hob.</p>	<p>Cakes - <a href="https://www.bbcgoodfood.com/recipes/cupcakes">https://www.bbcgoodfood.com/recipes/cupcakes</a></p>

	To create a practical plan for the preparation and cooking of a recipe-kit dish to be made next lesson.	
17	<p>To secure, consolidate and demonstrate food preparation skills when making a recipe-kit dish of their choice, e.g. knife skills, mixing and combining, forming and shaping, assembling and layering, and using the hob, grill or oven.</p> <p>To secure, consolidate and demonstrate the principles of food hygiene and safety, focusing on, for example, using knives, small electrical equipment, handling and cooking raw meat, poultry and/or fish (if using), and the hob, oven or grill.</p> <p>To evaluate the planning and making of their recipe-kit dish.</p>	<p>Recipe Kit Dish - <a href="https://www.foodafactoflife.org.uk/recipes/11-14-l2c/thai-green-curry/">https://www.foodafactoflife.org.uk/recipes/11-14-l2c/thai-green-curry/</a></p>
18	<p>To appraise and evaluate their learning journey.</p> <p>To evaluate their practical cooking experiences.</p> <p>To review the opportunities for future courses and career options and consider how their study of food can help them live healthier lives.</p>	