



Academic Year Year; 9	Content. Unit title and brief outline of content.	Skills taught in each unit.	Assessment – what knowledge and skills will be assessed and how?
Autumn A	<p>Healthy Eating and the Eat well guide</p> <p>Designing a days menu</p> <p>Hygiene – kitchen and personal</p> <p>Chow Mein / stir fry</p> <p>Mexican Quesadilla / enchiladas</p> <p>Sensory analysis</p>	<p>Apply knowledge of the eatwell guide, micro and macro nutrients when planning and making a product. Apply kitchen, personal and food hygiene principles to practical lessons.</p> <p>Recognise the detail needed when planning the making of a product. Apply sensory and nutritional knowledge when making judgements about food products. Recognise the makes and planning are grades bronze/silver/gold/platinum. Subject specific terminology. Being able to calculate the nutritional content using the nutrients programme. Subject specific terminology.</p> <p>Preparing for GCSE AQA skills: General practical skills, Knife skills, preparing fruits and vegetables, use of the cooker, use of equipment, cooking methods, raising agents, setting mixtures.</p>	<p>Extended writing – healthy eating</p> <p>Plan modelled for chow mein</p> <p>Making: Planning – stages, timing and equipment, practical outcome.</p> <p>Evaluation of quesadillas</p> <p>Nutritional content and comparing it to nutritional needs.</p>
Autumn B	<p>Food choice – moral and environmental factors</p> <p>Savoury muffins</p> <p>Coeliac disease</p> <p>Macro nutrients (carbs, fats, protein)</p> <p>Fat vitamins A, D E & K,</p> <p>Water soluble Vits B & C</p> <p>Specialist diets: vegetarians, obesity, dental health, CHD, anaemia and type 2 diabetes</p>	<p>Oracy task – environmental and moral factors affecting food choice.</p> <p>Apply kitchen, personal and food hygiene principles to practical lessons.</p> <p>Recognise the impact of food intolerances. Apply knowledge of nutritional and scientific principles when planning work, be able to calculate the nutritional value and analyse it. Evaluate the choice of cooking methods. Make decisions of ingredient use for the target group – specialist diets. Use subject specific terminology.</p>	<p>Oracy – food choice – moral and environmental factors</p> <p>Making: Planning – stages, timing and equipment, practical outcome.</p> <p>Knowledge of macro and micro nutrients – sources, function, deficiencies and excesses</p>



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Spring A	Mseman bread Minerals: calcium, iron, sodium (salt), fluoride, iodine and phosphorus. Vegetarian curry	Apply kitchen, personal and food hygiene principles to practical lessons. Be familiar with foods from other continents. Apply knowledge of nutritional and scientific principles when planning work, be able to calculate the nutritional value and analyse it. Make decisions of ingredient use for the target group – specialist diets. Use subject specific terminology. ** please note that the rotation will repeat with the other half of the form group**	Making: Planning – stages, timing and equipment, practical outcome. Knowledge of macro and micro nutrients. sources, function, deficiencies and excesses End of rotation test on nutrients.
Spring B	Repeat of rotation above for other half of the form		
Summer A	Repeat of rotation above for other half of the form		
Summer B	Repeat of rotation above for other half of the form		