



## Year 9 Food Preparation and Nutrition Course outline

Students have 5 lessons per fortnight. Homework is set once a week			
Term	Topic and approximate duration	Key learning areas	Homework Options Students will be guided by the class teacher as to which level to complete (according to target level)
Autumn Term	<b>Term 1</b> <b>Introduction to Food Preparation and Nutrition</b> <b>Carbohydrates</b> (7 weeks)	Students should be able to: develop knowledge and understanding of the functional properties and nutritional content of food. Students will understand the function of the macronutrient, carbohydrate and dietary fibre.  Students should be able to understand how to shop for food wisely, being aware of diet and health choices, environmental factors and costs. Practical lessons will focus on carbohydrate foods	Task 1 – Evaluation of the first practical (worksheet). Task 2 – Assessed homework: Carbohydrate questions (worksheet). Task 3 – Key terms for carbohydrates. Task 4 – Landmark Revision: Carbohydrates (worksheet).
	<b>Nature of landmark assessment</b>	Teacher assessment – of both written work and practical work	
	<b>Term 1</b> <b>Protein, fats, vitamins and minerals</b> (8 weeks)	Students should be able to: develop knowledge and understanding of the functional properties and nutritional content of food. Students will understand the function of the macronutrients, protein and fats. Students should be able to know the function and source of the micronutrients, vitamins and minerals.  Practical work will focus on protein foods and the use of fat in cooking.	Task 1 – Evaluation of practical (worksheet). Task 2 – Assessed homework: Protein questions (worksheet). Task 3 – Vitamin and mineral table.  Task 4 – Landmark Revision: Protein and fats (worksheet).
	<b>Nature of landmark assessment</b>	Teacher assessment of practical skills and independent working.	
	<b>Term 2</b> <b>Dietary needs</b> (6 weeks)	Students should be able to: understand the importance of different dietary needs, vegetarians, allergies, religion, personal choice, health. Students will be able to understand how recipes can be adapted to meet those needs and how changing ingredients may affect the outcome of the dish. Students will understand dietary guidelines and the terminology used.	Task 1 – Evaluation of practical (worksheet). Task 2 – Assessed homework: Vegetarian questions (worksheet). Task 3 – Key terms for diet and health.  Task 4 – Landmark Revision: Dietary needs in food

		Practical work will focus on adapting recipes to meet dietary needs.	(worksheet).
	<b>Nature of landmark assessment</b>	Teacher assessment – of both written work and practical work	
<b>Spring Term</b>	<b>Term 2 Science of food (6 weeks)</b>	<p>Students should be able to understand about the science of cooking food. Student will understand why we cook food, the different ways of cooking food and the effects of heat on food. Students will carry out two food science experiments, enzyme browning and gelatinisation.</p> <p>Practical work will focus on Experimental work and food products that demonstrate food science, eg, meringues</p>	<p>Task 1 – Write up of food science experiment (worksheet). Task 2 – Assessed homework: Cooking methods questions (worksheet). Task 3 – Key terms for food science terminology.</p> <p>Task 4 – Landmark Revision: Reasons why we cook food (worksheet).</p>
	<b>Nature of landmark assessment</b>	Teacher assessment of practical skills and independent working.	
<b>Summer Term</b>	<b>Term 3 Food safety End of year exam (5 week)</b>	<p>Students should be able to understand about the importance of food safety when buying, storing, preparing, cooking and serving food. Student will understand how food is contaminated and how to minimise the risks of this occurring.</p> <p>Practical work will focus on cooking with high risk foods. Students will also revise and complete the end of year exam</p>	<p>Task 1 – Watch a video and answer questions on it (worksheet). Task 2 – Assessed homework: Food safety questions (worksheet). Task 3 – Key terms for food safety and food thermometer key important temperatures</p> <p>Task 4 – Landmark Revision: End of year exam revision</p>
	<b>Nature of landmark assessment</b>	Teacher assessment of both written work and verbal contributions.	
	<b>Term 3 Understanding ingredients Developing creative skills (7 weeks)</b>	<p>Students should be able to know what different ingredients look like and how they are used in cooking. It will include preparation and function in recipes. Students should also be able to write a time plan and understand its importance in practical work. Students should be able to: continue to develop their practical catering capabilities, developing an interest and enjoyment of food preparation, presentation and service; learn about different cooking processes used with a range of food products; understand skills learned this term.</p>	<p>Task 1 – Research the types of sensory analysis Task 2 – Assessed homework: Functions of ingredients questions (worksheet). Task 3 – Produces a herb and spice guide</p> <p>Task 4 – Landmark Revision: Time plan and practical preparation</p>

		The practical focus will be on using the skills they have learnt in the year to create their own dishes including an ingredient that must be featured in the dish.	
	<b>Nature of landmark assessment</b>	Teacher assessment of practical skills and independent learning.	