

NHSG Key Stage 3 Unit Overview Y9 Food and Nutrition Practical lessons



Scheme of Learning	Y9 Food and Nutrition Practical lessons
Learning outcomes	<p>The aim of our Y9 food practical curriculum is for students to become confident in cooking a variety of balanced meals which come from different cuisines. Students will use a range of different ingredients and equipment that are characteristic of key cuisines.</p> <p>Subject content: Ability to apply principles of nutrition, food safety and show awareness of environmental and ethical considerations when selecting ingredients.</p> <p>Skill set: Ability to cook a repertoire of predominantly savoury dishes which requires development of practical preparation and cooking skills.</p>
Key Questions	<ul style="list-style-type: none"> • How do you make: Fajitas, Homemade tagliatelle, Cheesecake, Bechamel sauce, San Choy Boa, Curry, Muffins? • How do you know when chicken/pasta/sauce is cooked? • How do you know if cream is whipped correctly?? • How do you use various equipment? (e.g Pasta machine, Colander, Electric whisk, measuring jug) • How do you know that a dish is cooked? (e.g chicken, pasta, Bechamel sauce, Muffins) • Why is it important to stir a bechamel sauce? • What is the difference between 'simmer' and 'boil'? • How do muffins rise?
<p>Knowledge</p> <p>What key concepts are covered?</p> <p>What key skills are developed?</p> <p>What key terminology is learned (i.e. glossary)?</p>	<p>Practical dishes: Fajitas, Homemade tagliatelle, Cheesecake, Bechamel sauce, San Choy Boa, Curry, Muffins</p> <p>Skills include: Weighing and measuring, adjusting cooking times, testing for readiness, judge and modify sensory properties, knife skills, use of cooker, using equipment, water, fat and dry based cooking methods, sauce making: Reduction, making and shaping a pasta, starch-based dough, chemical and mechanical raising agents, setting a mixture (egg)</p> <p>Terminology: Knead, Dice, Boil, Simmer, Whisk, Drain, Flour dredger, Garlic crusher, Fold</p>
Ongoing Assessment	<p>Self-marking using assessment criteria grid:</p> <p>Practical evaluations ask pupils to consider how they worked in each of the following categories and then reflect on what they could do to improve:</p> <p>Preparation, being equipped, Independence, Time management, Taste and texture, Presentation and professional quality.</p> <p>Misconceptions in practical lessons:</p> <p>Not knowing when the food is cooked e.g chicken, mistaking the grill for the oven, adding too much or not enough flour/spice to dishes, Over-cooking fresh pasta, Over/Under whisking cream, leaving starch-based sauces to simmer and thus thicken too much,</p>
End Product Assessment	<p>The cheesecake practical is assessed by the teacher in which students received personalised WWW/EBI comments. Assessment takes place during the lesson where teacher uses the assessment criteria of independence, knowledge of ingredients, time management and presentation to provide a colour grade.</p>

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	Progress can be seen as students become increasingly independent after each dish they make and do not have to rely on teachers and peers so much. Dish outcomes should be made quicker and more successfully by the end of the term compared to the start.
Clear sequencing of content	<p>Theory lessons lead into practicals e.g students understand the functions of ingredients prior to using them in practical lessons. Practical lessons using more advanced equipment and higher risk ingredients e.g whisk, pasta machine, raw meat are explained in more detail prior to the lesson to allow students to build up confidence and safe working practices before completing these dishes to lower risk of contamination/ accidents.</p> <p>Practical videos are shown to the class the lesson before a practical so the method can be discussed and students can come to practical with understanding of the method and key skills.</p> <p>Practical lessons build up on previously learnt skills. E.g Use of electric whisk in Y8 and then in Y9. Use of a food processor to make pasta dough (previously learnt in Y8)</p>
Links to Careers	Food safety officer e.g Chef, Hospitality, Food chemist, Food Biologist, Doctor, Gastroenterologist, Environmental welfare officer.
Diversity and Inclusion	<ul style="list-style-type: none"> • Different ingredient options for people with religious and medical conditions that affect food choice. E.g egg free/ gluten free/ dairy free/ meat free. • Foods cooked from different cuisines. Use of traditional ingredients in dishes. Mexico, Italy, America, China, India, Thailand, Japan, French.
Support	<p>Recipe videos available on subject SharePoint.</p> <p>Method sheets given out in practical's.</p> <p>Help sheets provided with photos of each stage of making.</p>
Challenge	<p>Students who have not had success with their recipe in class are challenged to remake the recipe at home to further develop the practical skills introduced in the lesson.</p> <p>Students who have successfully made their dish are encouraged to apply the same skills to a new recipe:</p> <p>https://www.foodafactoflife.org.uk/recipes/</p>