



Year 9 Food Scheme of Work 2021/22



Year 9	Theme	Skills/Outcomes	Taught Elements	Resources	Cultural Capital
Week 1	<ul style="list-style-type: none">Brief introduction and overview of Year 9 Food'Diets for Teens' to include a re-cap of Year 8 Healthy EatingRe-cap of Eatwell Guide	<ul style="list-style-type: none">Building on Year 8 knowledge and understanding and plugging any gaps with regards to a healthy well-balanced dietAn understanding of the wide range of eating places for young people in the city and the food offered.	<ul style="list-style-type: none">Looking at places where young people eatDiscussion to include which places provide a healthy option, introduce new foods and add variety to the diet.Students complete the 'Diets for Teens' question sheet.Re-visiting the Eatwell Guide with a view to analysing their own diet in line with the recommendations.	<ul style="list-style-type: none">PPT - Images of where young people eatQuestion sheet 'diets for teens'Eatwell Guide posterEatwell Guide PPT	<ul style="list-style-type: none">Discussion to include the importance of a balanced and varied diet to include a wide range of foods from a range of cultures.Discussion regarding the range of Eating places in Liverpool City Centre that include a whole host of different cultures.
Week 2	<ul style="list-style-type: none">The Eatwell Guide Ctd.Summary of Key messages.Analysing own days diet in line with the messages	<ul style="list-style-type: none">An understanding of the key messages/recommendations of the Eatwell Guide.An ability to transfer this knowledge in order to analyse their own diet.An ability to transfer this knowledge to a basic recipe to modify the recipe to meet	<ul style="list-style-type: none">Complete the PPT on the Eatwell Guide.Focus on the key messages/recommendationsStudents record the food eaten on one day and plot the foods on a blank image of the Eatwell Guide.	<ul style="list-style-type: none">Eatwell Guide PPTBlank Eatwell Guide worksheetAnalysis of Eatwell Guide question sheet and extension taskIssue basic recipe for Muffins	<ul style="list-style-type: none">Discussion as to whether introducing foods from other cultures might help them to achieve the recommendations of the Eatwell Guide more easily e.g. incorporating plant-based foods (Vegan diet) to meet the 5 a day recommendations



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	<p>from the Eatwell Guide</p> <ul style="list-style-type: none"> Muffin recipe 	<p>the recommendations (recipe modification).</p>	<ul style="list-style-type: none"> Students then analyse this day's meals by answering a series of questions about the foods that they have eaten on this day. Students issued with a basic recipe for Muffins which they can adapt to make more healthy (in line with recommendations) – options for sweet or savoury muffins. 		<p>with regards to fruit and vegetables or the recommendations for daily protein consumption by including protein from plant sources (also less expensive).</p>
<p>Week 3</p>	<ul style="list-style-type: none"> Analysis of Eatwell Guide in relation to Diet. Muffins – teacher demonstration Muffins practical lesson 	<ul style="list-style-type: none"> An ability to transfer this knowledge in order to analyse their own diet. An ability to transfer this knowledge to a basic recipe to modify the recipe to meet the recommendations (recipe modification). An ability to produce a successful Muffin outcome. 	<ul style="list-style-type: none"> Discussion of responses to Analysis of Eatwell Guide Questions Muffin Demonstration <ul style="list-style-type: none"> Use of oven Re-cap creaming method Discussion of how this method differs from standard creaming method Want batter to curdle – expect to see small lumps of fat in the batter Provides correct texture for muffins – more moist Discussion of range of possible 	<ul style="list-style-type: none"> Muffin recipe sheet Muffin hwk – evaluation and completion of star profile. Ingredients and equipment required for the demonstration. Necessary Equipment for the practical lesson Disposable aprons Tea towels/Dishcloths /oven gloves 	<ul style="list-style-type: none"> Discussion as to the range of ingredients/flavourings/spices that can be used to adapt/modify the basic muffin recipe. Introducing students to the range of muffins that it is possible to create outside the realms of a 'chocolate chip' muffin.



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			<p>flavourings/added ingredients</p> <ul style="list-style-type: none"> - Link to modification and the Eatwell guide • Muffin Practical <ul style="list-style-type: none"> - Use of creaming method - Ability to adapt a recipe with a varied range of ingredients - Time management - Hygienic and safe working practices - How to ensure that a quality food outcome is produced - Organisational skills 		
Week 4	<ul style="list-style-type: none"> • Nutrition • Dietary Fibre 	<ul style="list-style-type: none"> • A knowledge of the 5 main nutrients groups. • An understanding of the importance of nutrients in the diet and good food sources of each. • An understanding of macro and micro nutrients. • A knowledge and understanding of the chemical composition of each of the nutrients. 	<ul style="list-style-type: none"> • The 5 main nutrient groups and links to the Eatwell Guide • The difference between macro and micro-nutrients • Proteins • Fats • Carbohydrates • Vitamins • Minerals • Structure of nutrients • Chemical composition of nutrients • Food sources 	<ul style="list-style-type: none"> • Nutrition PPT – Food ‘A fact of life’ • Nutrition PPT – CSH • Nutrients Quiz • Nutrient’s fact sheet • Dietary Fibre PPT – Food ‘A fact of life’ • Dietary Fibre Worksheet • Dietary Fibre Quiz • Hot Pasta Recipe sheet for next week 	<ul style="list-style-type: none"> • Discussion as to whether introducing foods from other cultures might help them to achieve a well-balanced diets that provides all the necessary nutrients. • Incorporating plant-based foods (Vegan diet) will provide a range of nutrients and also introduce more dietary fibre into our diet. • Discussion around plant based sources of protein and



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		<ul style="list-style-type: none"> An understanding of the function of nutrients in the diet. An understanding of deficiency diseases associated with each nutrient. A knowledge of the importance of both water and dietary fibre in the diet. A knowledge of how to increase fibre in the diet and good food sources. A knowledge of how to create appetising recipes which provide a balance of nutrients and dietary fibre – hot pasta dish. 	<ul style="list-style-type: none"> Functions Deficiency diseases The importance of water in the diet. The importance of fibre in the diet and links to the Eatwell Guide Function of fibre in the diet Dietary recommendations Ways to increase fibre in the diet. Discussion regarding Hot Pasta Recipe and how it is a well-balanced nutritious dish which is high in fibre. 		<p>environmental considerations.</p> <ul style="list-style-type: none"> The importance of plant based foods in providing a range of vitamins and minerals.
Week 5	<ul style="list-style-type: none"> Hot Pasta – teacher demonstration Hot Pasta practical lesson 	<ul style="list-style-type: none"> An ability to transfer their knowledge of nutrient food sources to a basic recipe to create a well-balanced and nutritious recipe. An ability to produce a successful Hot Pasta outcome 	<ul style="list-style-type: none"> Hot Pasta Demonstration <ul style="list-style-type: none"> Use of hob for both pasta and the sauce Re-cap how to cook pasta Discussion of how to create the sauce and vegetable preparation (knife skills) Dry frying meat (to reduce fat) 	<ul style="list-style-type: none"> Hot Pasta recipe sheet Hot Pasta Demonstration sheet Hot Pasta hwk – evaluation and completion of star profile. Hot Pasta Ingredients and equipment required for the demonstration. 	<ul style="list-style-type: none"> Discussion as to the range of ingredients/flavourings/spices that can be used to adapt/modify the basic hot pasta recipe. Introducing students to the range of pasta types, vegetables, flavourings and protein sources (including plant based e.g. Quorn, soya, tofu) that it is possible to use to create this dish.



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			<ul style="list-style-type: none"> - Vegetables (to increase fibre) - Discussion of range of possible protein sources and types of pasta. - Discussion of range of possible vegetable sources. - Discussion of range of flavourings – herbs and spices to add flavour (instead of salt). - Link to modification and knowledge of nutrients. • Hot Pasta Practical <ul style="list-style-type: none"> - Use of hob with two pans. - Ability to adapt a recipe with a varied range of nutrients - Time management - Hygienic and safe working practices - How to ensure that a quality food outcome is produced - Organisational skills 	<ul style="list-style-type: none"> • Necessary Equipment for the practical lesson • Disposable aprons • Tea towels/Dishcloths /oven gloves 	
Week 6	<ul style="list-style-type: none"> • Pasta • Cultures and Cuisines 	<ul style="list-style-type: none"> • A sound knowledge and understanding of the various types of pasta, their names 	<ul style="list-style-type: none"> • Types of pasta • Names of each type of pasta 	<ul style="list-style-type: none"> • Pasta information sheet • Pasta video clip 	<ul style="list-style-type: none"> • Opportunities to discuss the wide range of foods available



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		<p>and appropriate use of pasta in different recipes.</p> <ul style="list-style-type: none"> • A sound knowledge and understanding of different types of cuisine available in the UK • A sound knowledge and understanding of the key ingredients and popular dishes in each cuisine • An ability to research a particular country's cuisine. 	<ul style="list-style-type: none"> • Which type of pasta is suitable for which recipe? • How pasta is made. • Nutritive value of pasta. • Food from around the world – discussion following starter activity. • Types of Cuisine • Culture • Regional food • Climate and Terrain – growth of food • Fusion foods 	<ul style="list-style-type: none"> • Pasta question sheet • Foods from around the world Map – starter activity • PPT – Cultures and Cuisines • Cultures and cuisines worksheet (table format) • Cheesecake recipe 	<p>not only in the UK but worldwide.</p> <ul style="list-style-type: none"> • Opportunities to discuss the different styles of cooking and equipment used throughout the world. • Environmental issues which result in the types of food that can be grown and reared in a particular area. • Fusion Foods - meaning they do not belong to one particular culture but have a mixture of influences. Influences include European, Asian, Chinese and Japanese.
Week 7	<ul style="list-style-type: none"> • Cheesecake – teacher demonstration • Cheesecake practical lesson 	<ul style="list-style-type: none"> • A knowledge and understanding of the origins of this popular dessert. • Students understand the range of different ingredients used to create the: <ul style="list-style-type: none"> - Biscuit base - Cheese topping - Finish/final layer • Students have a knowledge of the various Ingredients used in cheesecake and the 	<ul style="list-style-type: none"> • Origins of cheesecake – link to cultures and cuisine • Discuss 3 distinct layers and the skill involved in making in keeping the 3 layers separate – biscuit base, cheese topping and finish. • Presentation skills <p>Cheesecake Demonstration</p> <ul style="list-style-type: none"> - Discussion of how to prepare ingredients - Making the biscuit base 	<ul style="list-style-type: none"> • Cheesecake design Ideas sheet • Video clip looking at the range of cheesecakes that can be made using different ingredients, flavours etc. • Cheesecake recipe sheet • Cheesecake hwk – evaluation 	<ul style="list-style-type: none"> • Origins of cheesecake – link to cultures and cuisine – Greece • It is the sort of dessert that can use a variety of different flavourings and ingredients. • Discussion as to the range of ingredients/flavourings that can be used to adapt/ modify the basic cheesecake recipe.



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		<p>functions of each of these ingredients</p> <ul style="list-style-type: none"> • Students have a knowledge of the various ingredients and flavours that can be used to make cheesecake. • Students are able to make a cheesecake showing the ability to keep the three layers separate and deliver an exceptional finish (presentation skills). 	<ul style="list-style-type: none"> - Making the cheese topping - Discussion of range of possible ingredients to flavour the cheesecake • Cheesecake Practical <ul style="list-style-type: none"> - Ability to create a cheesecake recipe and execute it. - Time management - Hygienic and safe working practices - How to ensure that a quality food outcome is produced - Organisational skills 	<ul style="list-style-type: none"> • Cheesecake Ingredients and equipment required for the demonstration. • Necessary Equipment for the practical lesson • Disposable aprons • Tea towels/Dishcloths /oven gloves 	
Week 8	<ul style="list-style-type: none"> • Food provenance and Waste • Food packaging • The 3 R's • Sustainability of Food • Food poverty • Environmental Issues – 	<ul style="list-style-type: none"> • An understanding of what is meant by Food provenance • An understanding of the environmental importance of reducing waste in terms of both food and packaging materials. 	<ul style="list-style-type: none"> • Knowing where food was grown, caught or reared. • Knowing how food was produced. • Knowing how food was transported. • Reasons why food is packaged • Materials used for packaging • The 3 R's – reduce, re-use, recycle 	<ul style="list-style-type: none"> • PPT – Food provenance and waste • Worksheet – Food provenance key words • Food packaging worksheet • Worksheet – food waste • PPT – Food sources 	<ul style="list-style-type: none"> • Opportunities to discuss key current environmental issues: <ul style="list-style-type: none"> - Food waste - Food packaging materials - Recycling - Food sustainability - Food poverty - Food miles - Carbon footprint etc.



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	carbon footprint.	<ul style="list-style-type: none">• An understanding of why Food is packaged and materials used.• A knowledge and understanding of how to reduce, re-use and recycle materials.• A knowledge and understanding of Food sustainability – having an awareness of how producing and consuming food impacts the world’s economy, understanding that the resources we use should not exceed the earth’s capacity to replace them.• An understanding of Food poverty, why this has arisen and what communities can do to support this.• An understanding of Environmental Issues such as carbon footprint and ways in which we can	<ul style="list-style-type: none">• Key terms – biodegradable, Sustainability of Food, Food poverty• Environmental issues in Food production – carbon footprint – food miles – the distance our food travels.	<ul style="list-style-type: none">• Worksheet – the distance our food travels	
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		reduce our carbon footprint in food.			
Week 9	<ul style="list-style-type: none">• Stir Fry – teacher demonstration• Stir Fry practical lesson	<ul style="list-style-type: none">• An ability to transfer their knowledge of nutrient food sources to a basic recipe to create a well-balanced and nutritious recipe.• An ability to produce a successful Stir Fry outcome	<ul style="list-style-type: none">• Stir Fry Demonstration<ul style="list-style-type: none">- Use of hob for both noodles and the sauce- Re-cap how to cook noodles- Discussion of how to prepare ingredients for a stir fry preparation (knife skills)- Discussion of how to stir fry – method of cooking- Discussion of range of possible protein sources.- Discussion of range of possible vegetable sources in a stir fry.- Discussion of range of flavourings for a stir fry.- Link to knowledge of nutrients.• Stir Fry Practical<ul style="list-style-type: none">- Use of hob with two pans.- Ability to adapt a recipe with a varied range of nutrients- Time management	<ul style="list-style-type: none">• Stir Fry Starter activity• Stir Fry recipe sheet• Stir Fry Video clip – Jamie Oliver• Stir Fry hwk – evaluation and completion of star profile.• Stir Fry Ingredients and equipment required for the demonstration.• Necessary Equipment for the practical lesson• Disposable aprons• Tea towels/Dishcloths /oven gloves	<ul style="list-style-type: none">• Discussion - Stir frying can be a very cheap way to eat as it uses left over vegetables that you may have in the fridge – link to food waste.• It is the sort of dish that can use a variety of different meats, fish and vegetables. There are some basics that you can use, but the rest is your own choice.• Discussion as to the range of ingredients/flavourings that can be used to adapt/ modify the basic Stir Fry recipe.• Introducing students to the range of vegetables, flavourings and protein sources (including plant based e.g. Quorn, soya, tofu) that it is possible to use to create this dish.



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			<ul style="list-style-type: none">- Hygienic and safe working practices- How to ensure that a quality food outcome is produced- Organisational skills		
Week 10	<ul style="list-style-type: none">• Pastry	<ul style="list-style-type: none">• Students have a knowledge of the origins of pastry• Students understand the range of pastry types including;<ul style="list-style-type: none">- Shortcrust- Enriched shortcrust- Flaky- Puff- Choux- Hot water crust- Suet- filo• Students have a knowledge of the various Ingredients used in pastry and the functions of each of these ingredients• Students have a knowledge of the various dishes made with each different types of pastry	<ul style="list-style-type: none">• Origins of pastry• Types of pastry• Ingredients used in pastry• Dishes made with the different types of pastry• Range of flavourings that can be added to pastry• How to make short-crust pastry – classed as a high-level skill at GCSE.	<ul style="list-style-type: none">• PPT – pastry• Video Clip – how to make short-crust pastry• Pastry questions• Worksheet – fill in the blanks table.• Pastry recipe sheet - mini quiche including hwk questions	<ul style="list-style-type: none">• An understanding of the origins of pastry – historical perspective.• Discussion around the range of different types of pasty and dishes that can be made with it including pastry dishes from around the world e.g. Mille feuille, Cheese aigrettes etc.• Discussion around the importance of being able to make your own pastry as opposed to buying ready-made (as many do) as it is considered to be a high-level skill at GCSE.



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		<ul style="list-style-type: none"> • Students are aware of the range of flavourings that can be added to pastry • Students have an understanding of how to make short-crust pastry – classed as a high-level skill at GCSE. 			
Week 11	<ul style="list-style-type: none"> • Shortcrust pastry – teacher demonstration • Shortcrust pastry practical lesson 	<ul style="list-style-type: none"> • An ability to transfer their understanding of how to make short-crust pastry to demonstrate that they are able to make the pastry to create mini quiche. • An ability to produce a successful Short-crust pastry outcome. 	<ul style="list-style-type: none"> • Short-crust pastry Demonstration <ul style="list-style-type: none"> - Use of oven - Discussion of how to prepare ingredients for a Short-crust pastry - The rubbing-in method - Importance of cold hands - Sieve flour - Careful addition of water - Discussion of range of possible protein sources in the quiche filling. - Discussion of range of possible vegetable sources in the filling. - Discussion of range of flavourings for a Short-crust pastry. • Short-crust pastry Practical <ul style="list-style-type: none"> - Use of oven 	<ul style="list-style-type: none"> • Short-crust pastry recipe sheet • Short-crust pastry hwk – evaluation • Short-crust pastry Ingredients and equipment required for the demonstration. • Necessary Equipment for the practical lesson • Disposable aprons • Tea towels/Dishcloths /oven gloves 	<ul style="list-style-type: none"> • Discussion – Quiche can be a very cheap way to eat as it uses left over vegetables that you may have in the fridge – link to food waste. • It is the sort of dish that can use a variety of different meats, fish and vegetables. There are some basics that you can use, but the rest is your own choice. • Discussion as to the range of ingredients/flavourings that can be used to adapt/ modify the basic mini quiche recipe. • Introducing students to the range of vegetables, flavourings and protein sources that it is possible to use to create this dish.



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			<ul style="list-style-type: none">- Ability to create a mini quiche recipe and execute it.- Time management- Hygienic and safe working practices- How to ensure that a quality food outcome is produced- Organisational skills		
Week 12	<ul style="list-style-type: none">• Overall evaluation• Revision• End of Unit test	<ul style="list-style-type: none">• To understand how to evaluate a full module of work completed, identifying knowledge gained and gaps in knowledge through a series of revision questions.• To assess what pupils have learnt during the year 9 module of work.	<ul style="list-style-type: none">• A recap all the work covered since the beginning of term. Ask students to identify what they have learnt, what they have enjoyed, what they have disliked etc.• An opportunity to revise the work covered using the question sheet.• Pupils complete End of Unit Assessment to establish progress made.	<ul style="list-style-type: none">• Evaluation questions• Revision Questions• Copies of End of Unit test	<ul style="list-style-type: none">• Re-cap/assessment of Culture Capital points listed above.