




YEAR 9 Summer TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Foods Around the World

Curriculum Intent	<p>In addition to working further on objectives from Year 8 and spring and summer term of year 9, pupils will be taught, following National Curriculum guidelines, the following this term:</p> <ul style="list-style-type: none">• To know the needs of different special diets• To be able to make good choices based on the Eatwell Guide and Dietary Guidelines• Be able to modify recipes• Know about food labelling and how to use it to inform dietary planning• develop technical skills needed to produce a range of bakery dishes and foods from around the world• know the reasons why diets differ from country to country• understand the effects on diet of a range of factors including poverty, war, climate, religion• know the diets of Britain, Spain, Italy, and other countries
Skills/National Curriculum Links	<p>Skills during practical work:</p> <ul style="list-style-type: none">• weighing & measuring• know and understand the safety and hygiene rules and be able to apply them• understand how to use alternatives in the diet for people who need to avoid certain ingredients• use of a range of ingredients to combine and make dishes• know when products are cooked• use of cooker, including hob and oven control• knowing how to cook meat avoiding cross contamination• be able to identify the main nutrients contained in the dishes made• be able to suggest modifications to recipes to make them suitable for different dietary groups• be able to test and evaluate food products through sensory analysis
Spiritual, moral, social, and cultural development	<p>SMSC: Consideration of peers and adults when working in a practical environment, helping and supporting others, listening and contributing in theory lessons. Consideration of those requiring special diets</p> <p>PSHE/British Values: Being aware of the difficulties faced in some countries in obtaining sufficient food for a healthy diet. Consider effects of drought, famine, war.</p>
Numeracy	<p>Numeracy: costing, weighing, measuring, portion control, oven temperatures, amount of nutrients required</p> <p>Skills Builder: weighing and measuring, use of domestic appliances, evaluation & suggesting improvements, creativity, solving problems, teamwork, supporting others, knowledge of health and nutrition</p>
Literacy	<p>Vocabulary Tier 2: ingredients, equipment, describing adjectives, expense, costing, budgeting, portioning</p> <p>Vocabulary Tier 3: allergies, intolerances, anaphylaxis, coeliac, lactose intolerance</p> <p>Reading: Reading to find information from resource sheets & PowerPoints, reading food labels, recipes</p> <p>Writing: Answering questions, writing evaluations and justifying practical choices</p> <p>Oracy: Answering questions, group discussions, evaluating their dishes at the end of practical lessons</p>
Becoming future ready	<p>Careers/Employability: chef, product development, advisor</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: the quality of finished food products</p> <p>By resource: support sheets and extension sheets are provided</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
QFT/SEND Provision	

Implementation Curriculum Delivery	<div data-bbox="1412 91 1513 241"></div> <p>To be able to:</p> <ul style="list-style-type: none"> • Identify nutrients and nutritional profile of dishes • Discuss reasons affecting food choice • Identify personal reasons for food choice • Consider how food choice affects health • Select suitable ingredients for dishes to appeal to different people • Describe factors that affect diet in different countries • Suggest changes to alter the cost of recipes/dishes • Follow recipe instructions to work independently • Judge whether food products are cooked • Achieve good quality products <ul style="list-style-type: none"> • Describe the main factors that cause diets to vary around the world • Explain nutritional consequences of dietary variation around the world • Describe traditions in different countries (Italy, India, Spain, Britain, China) • Describe main foods grown, reared and caught in the 5 focus countries) • • To carry out practical work in an organised manner • Apply neat finishes to food products • Evaluate own food products and those made by others • Be able to follow health, safety and hygiene requirements in practical work • Be able to show regard for timekeeping and completing work within the time set • Be able to use ovens and hobs safely • Understand the importance of good hygiene <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	<p>Pupils studying FPN in year 10 will develop learning on food choice, religion, special diets, budgets, recipe modification.</p> <p>Pupils studying H&C in year 10 will cover food choice, health, costing, religion and special diets.</p>
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>