				Year 9		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Making Choices					
These topics	Aims:	Aims:	Aims:	Aims:	Aims:	Aims:
within the unit of work of will	Pupils will extend their knowledge and understanding of food, diet and health.	Pupils will extend their knowledge and understanding of food, diet and health.	Pupils will extend their knowledge and understanding of food, diet and health.	Pupils will extend their knowledge and understanding of food, diet and health.	Pupils will extend their knowledge and understanding of food, diet and health.	Pupils will extend their knowledge and understanding of food, diet and health.
develop prior knowle dge and	Pupils will extend food preparation and cooking techniques.					
will continu e through out	Pupils will extend their knowledge of food provenance and consumer information.	Pupils will extend their knowledge of food provenance and consumer information.	Pupils will extend their knowledge of food provenance and consumer information.	Pupils will extend their knowledge of food provenance and consumer information.	Pupils will extend their knowledge of food provenance and consumer information.	Pupils will extend their knowledge of food provenance and consumer information.
KS3.	Pupils will extend and apply their knowledge of consumer food and drink choice.	Pupils will extend and apply their knowledge of consumer food and drink choice.	Pupils will extend and apply their knowledge of consumer food and drink choice.	Pupils will extend and apply their knowledge of consumer food and drink choice.	Pupils will extend and apply their knowledge of consumer food and drink choice.	Pupils will extend and apply their knowledge of consumer food and drink choice.
	Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.	Pupils will secure the creative, technical, and practical expertise needed to perform everyday tasks confidently.

[]	Pupils will build and	Pupils will build and				
		1	1	^		apply an expanding
	apply an expanding repertoire of	repertoire of				
	1	1	L 1	L .	1	1
	knowledge,	knowledge,	knowledge,	knowledge,	knowledge,	knowledge,
	understanding and	understanding and				
	skills in order to create	skills in order to create				
	and make high quality	and make high quality				
	dishes for a wide range	dishes for a wide range				
	of people.	of people.				
	Pupils will evaluate	Pupils will evaluate				
	and test their ideas and	and test their ideas and				
	the work of others and	the work of others and				
	make	make	make	make	make	make
	recommendations for	recommendations for				
	improvements.	improvements.	improvements.	improvements.	improvements.	improvements.
	1	1	1	1	1	L
Knowle	apply the principles of	apply the principles of				
dge and	The Eatwell Guide and	The Eatwell Guide and	The Eatwell Guide and	The Eatwell Guide and	The Eatwell Guide and	The Eatwell Guide and
Underst	relate this to diet	relate this to diet				
anding	through life;	through life;				
Milesto						
nes	list and explain the	list and explain the				
	dietary needs	dietary needs				
	throughout life stages;	throughout life stages;				
	investigate information	investigate information				
	and guidance available	and guidance available				
	to the consumer	to the consumer				
	regarding food	regarding food				
	labelling, availability,	labelling, availability,				
	traceability, food	traceability, food				
	certification and	certification and				
	assurance schemes and	assurance schemes and				
	animal welfare;	animal welfare;				

explain the	explain the	explain the	explain the	explain the	explain the
characteristics of	characteristics of	characteristics of	characteristics of	characteristics of	characteristics of
ingredients and how	ingredients and how	ingredients and how	ingredients and how	ingredients and how	ingredients and how
they are used in	they are used in	they are used in	they are used in	they are used in	they are used in
cooking;	cooking;	cooking;	cooking;	cooking;	cooking;
adapt and follow	adapt and follow	adapt and follow	adapt and follow	adapt and follow	adapt and follow
recipes to prepare and	recipes to prepare and	recipes to prepare and	recipes to prepare and	recipes to prepare and	recipes to prepare and
cook a range of	cook a range of	cook a range of	cook a range of	cook a range of	cook a range of
predominately savoury	predominately savoury	predominately savoury	predominately savoury	predominately savoury	predominately savoury
dishes;	dishes;	dishes;	dishes;	dishes;	dishes;
secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate
a range of food skills	a range of food skills	a range of food skills	a range of food skills	a range of food skills	a range of food skills
and techniques;	and techniques;	and techniques;	and techniques;	and techniques;	and techniques;
secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate
the principles of food	the principles of food	the principles of food	the principles of food	the principles of food	the principles of food
hygiene and safety in a	hygiene and safety in a	hygiene and safety in a	hygiene and safety in a	hygiene and safety in a	hygiene and safety in a
range of situations;	range of situations;	range of situations;	range of situations;	range of situations;	range of situations;
investigate and discuss new food trends;	investigate and discuss new food trends;	investigate and discuss new food trends;	investigate and discuss new food trends;	investigate and discuss new food trends;	investigate and discuss new food trends;
secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate	secure and demonstrate
the knowledge,	the knowledge,	the knowledge,	the knowledge,	the knowledge,	the knowledge,
understanding and	understanding and	understanding and	understanding and	understanding and	understanding and
skills needed to engage	skills needed to engage	skills needed to engage	skills needed to engage	skills needed to engage	skills needed to engage
in an iterative process	in an iterative process	in an iterative process	in an iterative process	in an iterative process	in an iterative process
of planning and	of planning and	of planning and	of planning and	of planning and	of planning and
making;	making;	making;	making;	making;	making;
extend and consolidate their literacy and	extend and consolidate their literacy and				

	1 '11 1	1 '11 1	1 '11 1	1 '11 1	1 '11 1	1 '11 1
	numeracy skills by					
	using them					
	purposefully in a range					
	of everyday situations;					
Scaffol	All pupils will:					
ding for						
SEND	Carry out 10 hours					
to	practical cooking,					
ensure	making a range of					
quality	basic dishes.					
first	basic distics.	basic distics.	busic disnes.	busic distics.	basic disties.	basic disties.
teachin						
	List, secure and					
g		·	-			
	demonstrate the					
	principles of food					
	hygiene and safety					
	when preparing and					
	cooking ingredients.					
	Explain the dietary					
	needs of children and					
	young people, and					
	other key life stages					
	other key me stages					
	Investigate information					
	Investigate information					
	available to the					
	consumer regarding					
	food labelling,					
	availability,	availability,	availability,	availability,	availability,	availability,
	traceability, and animal					
	welfare.	welfare.	welfare.	welfare.	welfare.	welfare.

Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.	Recognise and explain food certification and assurance schemes.
Explain the					
characteristics of some					
ingredients and how					
they are used in					
cooking.	cooking.	cooking.	cooking.	cooking.	cooking.
Carry out practical					
tests to demonstrate the					
characteristics of					
ingredients.	ingredients.	ingredients.	ingredients.	ingredients.	ingredients.
Plan and create a dish suitable for a specific need.	Plan and create a dish suitable for a specific need.	Plan and create a dish suitable for a specific need.	Plan and create a dish suitable for a specific need.	Plan and create a dish suitable for a specific need.	Plan and create a dish suitable for a specific need.
Investigate new food trends.					
With some assistance					
write a plan for a					
recipe-kit to meet a					
specified need.					
Create a practical plan					
for the preparation and					
cooking of a recipe-kit					
dish with guidance.					
Create a recipe-kit dish with support.					

	Evaluate the planning	Evaluate the planning	Evaluate the planning	Evaluate the planning	Evaluate the planning	Evaluate the planning
	and making of their	and making of their	and making of their	and making of their	and making of their	and making of their
	recipe-kit dish.	recipe-kit dish.	recipe-kit dish.	recipe-kit dish.	recipe-kit dish.	recipe-kit dish.
Careers input	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food	https://nationalcareers.s ervice.gov.uk/job- categories/hospitality- and-food
Key	https://www.foodafacto	https://www.foodafacto	https://www.foodafacto	https://www.foodafacto	https://www.foodafacto	https://www.foodafacto
Vocabu	flife.org.uk/11-14-	flife.org.uk/11-14-	flife.org.uk/11-14-	flife.org.uk/11-14-	flife.org.uk/11-14-	flife.org.uk/11-14-
lary	years/	years/	years/	years/	years/	years/
Review and Assess ment Dates (includi ng opportu nities for retrieval practice	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit</u> <u>assessment</u> – tests/ quizzes at end of unit	<u>Formative assessment</u> - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit</u> <u>assessment</u> – tests/ quizzes at end of unit	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit</u> <u>assessment</u> – tests/ quizzes at end of unit	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit</u> <u>assessment</u> – tests/ quizzes at end of unit	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit</u> <u>assessment</u> – tests/ quizzes at end of unit	Formative assessment - each skill will be demonstrated during practical lessons. Written sensory evaluation of practical task recorded in books to show understanding <u>Summative End of unit</u> <u>assessment</u> – tests/ quizzes at end of unit
)	alongside plenary	alongside plenary	alongside plenary	alongside plenary	alongside plenary	alongside plenary
	questions	questions	questions	questions	questions	questions
	<u>Assessment marking</u>	<u>Assessment marking</u>	<u>Assessment marking</u>	<u>Assessment marking</u>	<u>Assessment marking</u>	<u>Assessment marking</u>
	<u>scheme</u> design,	<u>scheme</u> design,	<u>scheme</u> design,	<u>scheme</u> design,	<u>scheme</u> design,	<u>scheme</u> design,
	make, evaluate with	make, evaluate with	make, evaluate with	make, evaluate with	make, evaluate with	make, evaluate with
	outcomes transitioning	outcomes transitioning	outcomes transitioning	outcomes transitioning	outcomes transitioning	outcomes transitioning
	from emerging to	from emerging to	from emerging to	from emerging to	from emerging to	from emerging to
	mastering.	mastering	mastering	mastering	mastering	mastering