**Colton Hills Community School medium term planning**

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| **Topic title:**Food Technology – The function of ingredients | **Year: 9****Term: 9-week rotation** | **Why we teach this:**The scheme of work has been developed to provide all students with the opportunity to learn how to cook, as well as make informed decisions about their diet, food ethics and health. To enhance the learning ready for the GCSE syllabus. | **Why we teach this here:*** Cooking skills
* Food preparation skills
* Diet and nutrition
* Safety and hygiene
* Food planning and research
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| **Big questions:**:In Year 9, students make the following recipes:* Swiss roll – weighing, measuring, whisking, modelling and investigating mechanical raising agents.
* Scone – weighing, measuring, the rubbing in method and investigating chemical raising agents
* Chelsea bun- weigh, measure, knead, prove, knock back and investigating biological raising agents.
* Choux pastry – weighing, portioning and investigating how steam a mechanical raising agent can be used
* Quiche– weighing solids, measuring liquids, grating, rubbing in, coagulation, using the oven and hob
* Lasagne- meat preparation, cut, dice, slice, fry, simmer, boil, stock and development of the protein element of the lasagne.
* Cheese cake- investigating dairy, gels and modified starch
* Student designed product based on a design specification and brief.
 | **Builds on previous topics:**1 Safety and hygiene – See pages 2-3 of workbook.2.Role of the Environmental Health Officer page 43 Nutrition pages 5 and 64 Planning – use of flow charts in practical lessons.5 Practical skills in cooking. Self-assessment, peer assessment and teacher assessment6 Theory skill Self-assessment, peer assessment and teacher assessment7.Three homework tasks Page 168. Focus on literacy and numeracy to develop technical language, cultural food folklore and accuracy in weighing and measuring | **Links to future topics:**The science of food and function of ingredients.Fundamentals of designing and making.Analysis and evaluation of food to include food Provenance.Working with a range of ingredients  |
| **Key knowledge:**During this unit students will:* understanding the role of an Environmental Health Officer
* nutritional knowledge and specialist diets
* use basic kitchen equipment;
* developing cooking skills for example- whisk, knead, prove, boil, simmer, fry, bake, rubbing in, creaming and gelatinisation
* prepare a range of fresh ingredient, for example- peeling, dicing, coring and slicing
* weigh and measure ingredients – understand calibration
* Investigate the functions of key ingredients – Dairy, eggs, flour, fats and oil.
* learn and where our food comes from
* cook with and investigate staple foods
* research from primary source information and plan a food product based on this research
* develop knowledge of raising agents, gels and modified starch.in foods
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| **Skills developed:**The scheme of work has been developed to provide all students with the opportunity to learn how to cook, as well as make informed decisions about their diet, others specialist diets, functions of ingredients, food ethics and health. Students in year 9 have a 60 minute lesson twice a week which runs as part of a rotation for 9 weeks.The content meets the needs for key stage 4 Food Technology, giving students a taste of the hospitality and catering course. Delivering the following areas which meet some of the food competences as * Cooking skills
* Food preparation skills
* Function of foods
* Diet and nutrition
* Safety and hygiene
* Food planning and research
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| **Mini/Interim assessments:*** Practical assessment assessments with visual indicators

**Termly summative assessment:*** Practical assessment make and design own product
* Written end of module test
 | **Independent study tasks/resources:**QuestionnaireRecipe development Recipe planningScience of food | **Key vocabulary 1:****Food hygiene****Personal hygiene****Food safety****Cross contamination****Pathogen**Sensory analysis | **Key vocabulary 2:**GelatinisationWeightFlourNutritionalPackagingSimmerRubbingCreaming Frying |
| **Cultural capital opportunities:** …**Food of the world and celebrations of the world** | **Whole school Curricular Concept links:**The Science of food and nutrition |