

Year 9 Curriculum Map

	Autumn Term Nutrition	Spring Term Special diets	Summer Term Poor nutrition and cooking methods
Unit Length	<p>Students will be given a set of practical tasks: To develop a range of practical skills. To understand the nutrients the body needs and apply the principles of nutrition and health.</p> <p>They will cook a repertoire of practical products and demonstrate competency in a number of preparation/cooking skills.</p> <p>Pupils will learn about seasonality and the characteristics of a broad range of ingredients.</p> <p>1.3 Describe working conditions of different job roles across the hospitality and catering industry.</p> <p>2.3 Explain how hospitality and catering provision meet customer requirements.</p> <p>3.1 Describe personal safety responsibilities in the work place.</p>	<p>Students will be given a set of practical tasks: To develop a range of practical skills. To understand the different allergies and intolerances and how to plan and adapt recipes to suit a wide range of consumer needs (SDN).</p> <p>They will cook a repertoire of practical products and demonstrate competency in a number of preparation/cooking skills.</p> <p>1.4 Explain factors affecting the success of hospitality and catering providers.</p> <p>2.3 Explain how hospitality and catering provision meet customer requirements.</p> <p>3.1 Describe personal safety responsibilities in the work place.</p> <p>4.1 Describe food related causes of ill health.</p> <p>4.5 Describe the symptoms of food induced ill health.</p>	<p>Students will be given a set of practical tasks: To develop a range of practical skills. To understand poor nutrients and apply principles of nutrition and health.</p> <p>They will cook a repertoire of practical products and demonstrate competency in a number of preparation/cooking skills.</p> <p>Pupils will learn about different cooking methods and the impact this has on the ingredients, nutrition, palatability and appearance.</p> <p>2.1 Describe the operation of the kitchen.</p> <p>3.1 Describe personal safety responsibilities in the work place.</p> <p>4.1 Describe food related causes of ill health.</p> <p>4.5 Describe the symptoms of food induced ill health.</p>
Links to the National curriculum/Assessment Objectives	<p>Pupils will begin by recapping knowledge from year 7/8 on health/safety and hygiene. We will develop this by looking at nutrition in much greater depth, in turn looking at each nutrient group and the macro and micro nutrients. Storage of food in the home and the conditions need for bacterial growth/how to avoid food poisoning.</p> <p>Pupils will learn about the Hospitality and Catering industry, focusing on the industry and Hospitality Operations. This knowledge will be tested in the examinations.</p> <p>Pupils will evaluate their practical work, identifying the skills they have learnt and those that they have developed. They will consider what they have made and which products they could develop further. This evaluation work should also reflect their knowledge of nutrition.</p>		
Description of the topic and key learning outcomes (key knowledge and understanding)	<p>Recall of knowledge</p> <ul style="list-style-type: none"> • In depth knowledge of each of the nutrient groups. • The Hospitality and catering industry 	<p>Focus on Allergies and Intolerances – Special dietary needs.</p> <p>Develop an understanding of how to identify possible issues, recipe analysis.</p> <p>To adapt existing recipes to meet SDN</p>	<p>Focus on Poor nutrition and methods of cooking foods.</p> <p>Develop an understanding of how to identify possible issues, recipe analysis.</p> <p>To adapt existing recipes to overcome poor nutrition.</p> <p>To identify groups with nutritional deficiencies and plan meals to make better use of resources.</p>

Related Concepts (that are revisited)	Practical cooking skills, using sharp knives, using the hob, the over, health and safety. Handling raw meat. Food hygiene. Developing a wide range of skills.	Practical cooking skills, using sharp knives, using the hob, the over, health and safety. Handling raw meat. Food hygiene. Developing a wide range of skills.	Practical cooking skills, using sharp knives, using the hob, the over, health and safety. Handling raw meat. Food hygiene. Developing a wide range of skills.
Skills being taught	Health and safety The Eat well guide Kitchen/Personal hygiene	Evaluation Practical cooking and display skills Developing recipes	Identification of food poisoning risks. Hygiene and safety procedures. Practical cooking and display skills
Milestone assessments	AC assessments. Use of exam questions to test knowledge- see short term plans for examples	AC assessments. Use of exam questions to test knowledge- see short term plans for examples	AC assessments. Use of exam questions to test knowledge- see short term plans for examples
Wider reading	Evaluating, Health and safety, hygiene, sustainability, balanced diet. Quality of literacy in evaluations.	Newspaper articles to keep up to speed with constant developments in the food industry/ health concerns/ scares/ public health advice.	Newspaper articles to keep up to speed with constant developments in the food industry/ health concerns/ scares/ public health advice.
Literacy programme	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils Use of WAGOLL in short term planning, modelling tear 2 and 3 language.	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils Use of WAGOLL in short term planning, modelling tear 2 and 3 language.	Tier 3 language used with exam command words. Teacher use of tear 2 language to model answers to pupils Use of WAGOLL in short term planning, modelling tear 2 and 3 language.
Homework	Set through STP	Set through STP	Set through STP