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**Knowledge Rich Curriculum Plan**

**Year 9 Food Technology**



| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
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| 1. Introduction to course and Seneca.
 | * Students will know and understand the rationale behind the year 9 scheme i.e. Cooking on a Bootstrap.
* Students will know how to download Seneca and understand how to answer questions effectively.
* Students will know the various practical skills required in Food Technology and will produce dishes using these techniques in the upcoming weeks.
 | Bootstrap- A term meaning to get (oneself or something) into or out of a situation using existing resources. | * Students need to already know some examples of store cupboard ingredients.
* Students need to already know their email address and password in order to effectively set up Seneca.
* Students need to already know some of the skills used in Food Technology i.e. knife skills, prepare, shape, combine etc.
 | Assessment through Seneca. Class teachers will have access to rich data including: AI marked answers, learning time and misconceptions.Additionally, class teachers can reset any work if student achieves less than 70% of the answer correct.  |
| 1. Jam Tarts

**Skills Focus** | * Students will know that jam tarts are made using Pâte Sucrée.
* Students will know that the skills used in making jam tarts include: rubbing in, addition of liquid, rolling out and cutting out of shortcrust pastry.
 | Pâte Sucrée- French sweet, short pastry crust. It is most often used to make tarts.Rubbing in- To coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs.Addition- The action or process of adding something to something else.Rolling Out- To cause (pastry) to become flatter and thinner by pressure with a rolling pin.Cutting out- remove or make something by separating it from something larger with a sharp implement. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Suggest four ways of saving time when making pastry dishes in the home.** **[4 marks]** |
| 1. Mini Quiche

**Skills Focus**  | * Students will know that eggs coagulate when heated to 60c and it is this which sets the filling of the quiche.
* Students will know that the skills used in making mini quiche include: rubbing in, addition of liquid, rolling out and cutting out of shortcrust pastry and preparation and cooking of the quiche mixture.
 | Rubbing in- To coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs.Combining- Join or merge to form a single unit or substance.Measuring- Ascertain the size, amount, or degree of (something) by using an instrument or device marked in standard units.Coagulation- The process of changing from a liquid to a gel or solid state by a series of chemical reactions. Shaping- To make something become a particular shape | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Explain the function of eggs in the quiche filling.****[3 marks]** |
| 1. Chicken Curry and Rice

**Skills Focus** | * Students will know how to cook a curry dish using minimal pieces of equipment.
* Students will know that the skills used in making the chicken curry are preparation and cooking of meat and a curry sauce.
 | Raw Meat- The flesh of an animal when it is used for food:Cross Contamination- The transfer of bacteria from one food to another, from humans, animals, other food or equipment. Simmering- Cooking just below boiling point. Boil- To heat a container, especially one used for cooking, until the liquid in it starts to turn into a gas: Bridge-Hold- A method of cutting food where you create a bridge over the food with your hand. "Claw-Grip- A method of cutting food where you create a claw by partly curling your fingers together into a claw shape.Frying- To cook food in hot oil or fat. Flavour- How food or drink tastes, or a particular taste itself  | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Name Three different birds that are classed as poultry?** **(3 marks)** |
| 1. Chilli Con Carne and Rice.

**Skills Focus** | * Students will know how to handle raw meat safely.
* Students will know that the skills used in making the chilli con carne are preparation and cooking of meat, preparation and cooking of sauce and boiling rice.
 | Raw Meat- The flesh of an animal when it is used for food:Simmering- Cooking just below boiling point.Bridge-Hold- A method of cutting food where you create a bridge over the food with your hand. "Claw-Grip- A method of cutting food where you create a claw by partly curling your fingers together into a claw shape.Frying- To cook food in hot oil or fat. Flavour- How food or drink tastes, or a particular taste itself | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- What is the best source of protein in the Chilli-Con-Carne (1 mark)****Explain why protein is essential in a person’s diet?** **(3 marks)** |
| 1. Chicken Risotto.

**Skills Focus** | * Students will know and understand the function of starch in rice-based dishes.
* Students will know that the skills used in making the chicken risotto are the preparation of vegetables, raw meat and rice.
 | Short Grain- A classification of rice in which the grains must be less than two times longer than they are wide. Starch- An odourless, tasteless white substance occurring widely in plant tissue and obtained chiefly from cereals and potatoes. It is a polysaccharide which functions as a carbohydrate store and is an important constituent of the human diet. Sticky- (of a substance) Glutinous; viscous. - Simmering- Cooking just below boiling point. Reduce- Boil (a sauce or other liquid) in cooking so that it becomes thicker and more concentrated. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Identify three staple foods from:** **pasta, rice, cheese, bread, carrots, potatoes****[3 marks]** |
| 1. Maids of Honour

**Skills Focus** | * Students will know that jam tarts are made using Pâte Sucrée.
* Students will know that the skills used in making Maids of Honour include: rubbing in, addition of liquid, rolling out and cutting out of shortcrust pastry. And a cake mixture using the creaming method.
 | Pâte Sucrée- French sweet, short pastry crust. It is most often used to make tarts.Rubbing in- To coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs.Addition- The action or process of adding something to something else.Rolling Out- To cause (pastry) to become flatter and thinner by pressure with a rolling pin.Cutting out- Remove or make something by separating it from something larger with a sharp implement.Creaming- Work (two or more ingredients, typically butter and sugar) together to form a creamy paste. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Suggest four ways of saving time when making pastry dishes in the home.** **[4 marks]** |
| 1. Structured Talk

**Assessment Week (skills review)** | * Know how the Food Department assess their work.
* Students will conduct a self-review and peer review of their own skills over the past 6 practical sessions.
* Students will complete any reassigned Seneca lessons by their class teacher.
 | Bootstrap- A term meaning to get (oneself or something) into or out of a situation using existing resources.Assessment- The action of assessing someone or something.Self-review- Self-evaluation is the process of systematically observing, analysing and improving one's own actions or results.Peer Review- evaluation of scientific, academic, or professional work by others working in the same field.Structured Talk- A powerful communication tool that fosters understanding and provides direction. | * Students need to already know their email address and password in order to sign into Seneca.
* Students need to already know the skills they have used in the previous 6 sessions i.e. knife skills, prepare, shape, combine, handling raw meat etc.
 | Assessment through teacher observation of the previous practical sessions and also Seneca. Class teachers will have access to rich data including: AI marked answers, learning time and misconceptions.Additionally, class teachers can reset any work if student achieves less than 70% of the answer correct.  |
| 1. Pizza Pinwheels

**Skills Focus** | * Students will know and understand the conditions required for yeast to grow.
* Students will know the skills used in making the pizza whirls include: the making, rolling and shaping of bread dough.
 | Yeast- A microscopic fungus consisting of single oval cells that reproduce by budding, and capable of converting sugar into alcohol and carbon dioxide. Proving- (of bread dough) Become aerated by the action of yeast; rise.Conditions- The state of something with regard to its appearance, quality, or working order. PH- A figure expressing the acidity or alkalinity of a solution on a logarithmic scale on which 7 is neutral, lower values are more acid and higher values more alkaline. Kneading- Work (moistened flour) into dough with the hands. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- What conditions are needed for yeast to grow.** **[ 4 Marks]** |
| 1. Mini Toad in the Hole

**Skills Focus** | * Students will know that mechanical action can be used as a raising agent.
* Students will know the skills used in making the Mini Toad in the Hole include the making and cooking of a batter mixture.
 | Mechanical- Operated by a machine or machinery. Batter- A semi-liquid mixture of flour, egg, and milk or water, used for making pancakes or for coating food before frying. Bake- Cook (food) by dry heat without direct exposure to a flame, typically in an oven Arrange- Put (things) in a neat, attractive, or required order. Combine- Join or merge to form a single unit or substance. Well- Using your dry ingredients as a bowl for your wet ingredients and then slowly incorporating them together to form a dough. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- State three ways of preventing cross-contamination.****[3 Marks]** |
| 1. Pancakes

**Skills Focus** | * Students will know that mechanical action can be used as a raising agent.
* Students will know the skills used in making the pancakes include the making and cooking of a batter mixture.
 | Mechanical- Operated by a machine or machinery. Batter- A semi-liquid mixture of flour, egg, and milk or water, used for making pancakes or for coating food before frying. Bake- Cook (food) by dry heat without direct exposure to a flame, typically in an oven Arrange- Put (things) in a neat, attractive, or required order. Combine- Join or merge to form a single unit or substance. Well- Using your dry ingredients as a bowl for your wet ingredients and then slowly incorporating them together to form a dough. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.

How to wash up- using the departmental washing up procedures. | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Give two quality points a caterer should look out for before accepting a delivery of fresh eggs. (2)**  |
| 1. Assessment Week
 | * Students will know how to appropriately complete an exam front cover sheet.
* Students will know how the Food Department assess their work.
* Students will know how to correctly answer the examination questions using key command words.
 | Circle- Draw a line around.Draw- When you draw, or when you draw something, you use a pencil or pen to produce a picture, pattern, or diagram.Arrows- A mark or sign resembling an arrow, used to show direction or position.Fill-in- If you fill in a form or other document requesting information, you write information in the spaces on it. | * Students need to already know;
* Ways of saving time when making pastry dishes in the home.
* The function of eggs in a quiche filling.
* Three different birds that are classed as poultry
* The best source of protein in a Chilli-Con-Carne
* Why protein is essential in a person’s diet.
* Three staple foods.
* The conditions needed for yeast to grow.
* Ways of preventing cross-contamination.
* The quality points a caterer should look out for before accepting a delivery of fresh eggs.
 | Fully assessed lesson in preparation for Tracking 2.  |
| 1. Apple Strudel

**Skills Focus** | * Students will know and understand the lamination process when making pastry.
* Students will know the skills used in making the apple strudel include: the preparation, shaping and cooking of pastry and the preparation and cooking of the apple filling.
 | Lamination- Prepare (pastry) using a method of repeatedly folding layers of butter between thin layers of dough and rolling it out.Kneading- Work (moistened flour) into dough with the handsCombining- Join or merge to form a single unit or substance.Measuring- Ascertain the size, amount, or degree of (something) by using an instrument or device marked in standard units.Lard- Fat from the abdomen of a pig that is rendered and clarified for use in cooking | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Name the three ingredients that are missing from the list below and which are used to make rough puff pastry: [3 marks]****\* Salt** |
| 1. Homemade Pasta

**Skills Focus** | * Students will know how to produce a carbohydrate accompaniment to a main meal.
* Students will know the skills used in making the homemade pasta include: the making, colouring, rolling and shaping of pasta dough.
 | Gluten- A protein that is contained in wheat and some other grains.Knead- Work (moistened flour) into dough with the handsCombine- Join or merge to form a single unit or substance. Divide- To (cause to) separate into parts.Tagliatelle- A type of pasta shaped into long, thin, flat strips. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Sauces accompany many dishes. Identify three reasons why a sauce may be used.** **[3 marks]** |
| 1. Tracking 3 Assessment Week
 | * Appropriately complete an exam front cover sheet.
* Know how the food department assess their work.
* Correctly answer the examination questions using key command words.
 | Fill-in- if you fill in a form or other document requesting information, you write information in the spaces on it.Place- if you place written information somewhere, you write, type, or print it there.Draw- when you draw, or when you draw something, you use a pencil or pen to produce a picture, pattern, or diagram. | * Students need to already know;
* Ways of saving time when making pastry dishes in the home.
* The function of eggs in a quiche filling.
* Three different birds that are classed as poultry
* The best source of protein in a Chilli-Con-Carne
* Why protein is essential in a person’s diet.
* Three staple foods.
* The conditions needed for yeast to grow.
* Ways of preventing cross-contamination.
* The quality points a caterer should look out for before accepting a delivery of fresh eggs.
* The readiness check for foods
* Types of knives
* Techniques for preparing fruit and vegetables
* The definition of blanching
* Ingredients in a bechamel sauce
* Types of pastry
* Lamination in food
* Reasons why a sauce may be used in food
* Ingredients used in rough puff pastry
* Chemical raising agents
 | Assessment Lesson |
| 1. Planning for Practical
 | * Students will know how to list the skills they have used over the course.
* Students will know how to plan a time plan for a basic recipe, showing good use of time and correct detail.
* Students will plan for their practical assessment.
 | Dovetailing: when you do the preparation for one dish and then part of another dish before the first dish is finishedMise en place: preparation before starting to cook.Sequencing: the right or the best order to carry out a series of steps to make a dish.Garnish: a decoration on savoury food e.g. A lemon wedge or a slice of tomatoDecorate: a decoration on sweet food e.g. Piped cream or a dusting of icing sugarShopping list: a list of items needed to be purchased by a shopperEquipment list: a list of equipment which are to be used for a particular purpose when making a food product.Menu: a list of dishes that may be ordered or served in a restaurant or cafe. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Practical Assessment Week

**Skills Focus** | * Students will know how to successfully prepare a dish which demonstrates a range of practical skills
* Students will know how to work safely and, for some students, independently
 | Appearance- The way that the product looks. Texture- The texture of something is the way that it feels when you touch it, for example how smooth or rough it is.WWW- What Went WellEBI- Even Better If | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary. |
| 1. Pasta and Meatballs

**Skills Focus** | * Students will know how binding is used in meatballs.
* Students will know the skills used in making the meatballs include; binding and cooking of meatballs, cooking of pasta and the cooking of a tomato-based sauce.
 | Raw Meat- The flesh of an animal when it is used for food:Simmering- Cooking just below boiling point.Bridge-Hold- A method of cutting food where you create a bridge over the food with your hand. "Claw-Grip- A method of cutting food where you create a claw by partly curling your fingers together into a claw shape.Frying- To cook food in hot oil or fat. Flavour- How food or drink tastes, or a particular taste itself | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- Cooking ensures food is safe to eat because heat destroys harmful bacteria.****Discuss three other reasons for cooking food. [6 marks]** |
| 1. Lasagne

**Skills Focus** | * Students will know how to handle raw meat safely.
* Students will know that the skills used in making the chilli con carne are; preparation and cooking of vegetables and a meat sauce, and the preparation and cooking of a white sauce using the all-in-one method.
 | Raw Meat- The flesh of an animal when it is used for food.Combining- Join or merge to form a single unit or substance.Bridge-Hold- A method of cutting food where you create a bridge over the food with your hand. "Claw-Grip- A method of cutting food where you create a claw by partly curling your fingers together into a claw shape.Simmering- Cooking just below boiling point. | * Routines and expectations include; removing blazers, handwashing, tying hair back, putting an apron on, filling sinks with hot water/washing up liquid, storing bags appropriately and meeting their class teacher at the front of the room.
* How to appropriately prepare themselves and the environment for a practical lesson using the acronym HATTIE.
* How to wash up- using the departmental washing up procedures.
 | Teacher visual assessment of practical skills.Teacher/ LSA support where necessary.**KLQ- The lasagne shown in the picture contains a white sauce. During the making of the white sauce it is heated which causes the starch to gelatinise.** **Describe the main stages of gelatinisation** **[3 marks]** |
| 1. Manufacturing in Food Technology
 | * Students will explore how a specific product is made inside a factory.
 | **Manufacturing- the making of articles on a large-scale using machinery; industrial production.****Process- Perform a series of mechanical or chemical operations on (something) in order to change or preserve it.****Tanker- A ship, road vehicle, or aircraft for carrying liquids, especially mineral oils, in bulk.****Silo- A tall tower or pit on a farm used to store grain.****Viscosity- The state of being thick, sticky, and semi-fluid in consistency, due to internal friction.** | * Students will already need to know the sensory descriptors for food products.
* Students will need to know the food being made in the lesson i.e. baked beans, chocolate biscuits, etc.
 | Recall, revisit and activate opportunities within the lesson. |