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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 hands  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.  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 hands  Combine- 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 finished  Mise 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 tomato  Decorate: a decoration on sweet food e.g. Piped cream or a dusting of icing sugar  Shopping list: a list of items needed to be purchased by a shopper  Equipment 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 Well  EBI- 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. |