

Food technology department year 9 scheme of work

National curriculum: https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study#cooking-and-nutrition				
Term	Title	Unit content	Key vocabulary	Resource links:
Autumn	<p>Canapes</p> <ul style="list-style-type: none"> • Roasted vegetable filo parcels • Pizza swirls • Apple pie samosas • Sausage rolls • Choux Buns • Halloween baking • mini quiches • Swiss roll • Rip a stick pancetta • Mini burgers • Meatball dippers • Lemon meringue pots 	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • How to produce food in batches that are uniform and well presented • Using and working on fine motor skills to produce high quality canapes • To understand what canapes are and when they are used <p>Key skills developed:</p> <ul style="list-style-type: none"> • How to work with filo pastry • How to roll and cut • Stewing fruit • Making sausage meat • Choux pastry • Short crust pastry • Developing sponge making techniques • Shaping meat 	<ul style="list-style-type: none"> • Batches • Uniformity • Canapes • Filo • Choux 	
Spring 1	<p>Afternoon tea</p> <ul style="list-style-type: none"> • Afternoon tea intro experience • The perfect scones • Afternoon tea trip • Mini Victoria sponges • Designing your own afternoon tea 	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • What is afternoon tea? Why is it part of the British culture? • How to behave and conduct ourselves whilst participating in an afternoon tea event • To attend a restaurant for afternoon tea • To be able to identify dishes that come with an afternoon tea • To be able to design and produce your very own afternoon tea 		

	<p>(working in twos) Menu and recipes</p> <ul style="list-style-type: none"> • Practice afternoon tea 	<p>Key skills developed:</p> <ul style="list-style-type: none"> • Replicating dishes • Designing your own afternoon tea • Conducting research • Presentational techniques 		
Spring 2	Special diets	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To be able to understand the reasons people have special dietary needs/requirements • To know the difference between vegans, vegetarians and pescatarians • To know what coeliac, lactose intolerant and key food allergens are <p>Key skills developed:</p> <ul style="list-style-type: none"> • Meat alternatives and how to cook and prepare them • Dairy alternatives • How to bake with gluten free flour • How to adapt existing recipes to suit dietary needs 	<ul style="list-style-type: none"> • Religious dietary requirements • Halal • Kosher • Vegan • Vegetarian • Pescatarian • Coeliac • Gluten free • Lactose intolerant • Allergens 	
Summer 1	Seasonal food and locally sourced	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • To understand seasonality and how it plays an important part in environmental impact • To understand the impact of importing food on the environment and what food miles are? • To understand the importance of growing your own or choosing locally sourced food • Design a meal from locally sourced ingredients and cook it <p>Key skills developed:</p> <ul style="list-style-type: none"> • How to source locally sourced ingredients • How to prepare unrefined food 	<ul style="list-style-type: none"> • Food miles • Locally source • Environment • Seasonality • Impact • Co2 	
Summer 2	Organic foods vs non organic	<p>Key knowledge taught:</p> <ul style="list-style-type: none"> • What makes food organic • What conditions must be adhered to to produce organic food • How does it impact taste 	<ul style="list-style-type: none"> • GMF • Pesticides 	

		<ul style="list-style-type: none">• How does it affect the environment <p>Key skills developed:</p> <ul style="list-style-type: none">• To be able to understand the pros and cons of organic farming• To taste test foods and compare• To be able to identify organic food in a supermarket.		
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