

Year 9 Big Picture – Food

Introduction

In Year 9 the emphasis is on skills development & how to combine a wider range of skills within a single dish to prepare & cook dishes that are classified as high-level complex dishes such as chicken shawarma and Lebanese flatbread as well as garnishing and food presentation techniques. This unit plan has been developed to enable pupils to secure and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a wider range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider consumer issues, food and its functions and new trends in food.

Aims.

- Pupils will extend their knowledge and understanding of food, diet and health.
- Pupils will extend food preparation and cooking techniques.
- Pupils will extend their knowledge of food provenance and consumer information.
- Pupils will extend and apply their knowledge of consumer food and drink choice.
- Pupils will secure the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Pupils will build and apply an expanding repertoire of knowledge, understanding and skills in order to create and make high quality dishes for a wide range of people.
- Pupils will evaluate and test their ideas and the work of others and make recommendations for improvements.

Learning outcomes overview

Through the unit plan, pupils will:

- apply the principles of The Eatwell Guide and relate this to diet through life.
- list and explain the dietary needs throughout life stages.
- explain the characteristics of ingredients and how they are used in cooking.
- adapt and follow recipes to prepare and cook a range of predominately savoury dishes.
- secure and demonstrate a range of food skills and techniques.
- secure and demonstrate the principles of food hygiene and safety in a range of situations.
- investigate and discuss new food trends.
- secure and demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making.
- extend and consolidate their literacy and numeracy skills by using them purposefully in a range of everyday situations.

Prior learning

Pupils will build on their learning in Year 8: knowledge and skills include:

- describing and applying The Eatwell Guide and the 8 tips for healthy eating
- explaining energy and needs through life
- explaining key nutrients, sources and functions
- developing and demonstrating a knowledge of the source and seasonality of a range of ingredients
- developing and demonstrating a range of food skills and techniques
- developing and demonstrating the principles of food hygiene and safety
- using a variety of ingredients and equipment to prepare and cook a range of more complex dishes
- using and adapting recipes

At KS3 students rotate after ½ term 3

Monday 1st September 2025 Inset Staff Only

Tuesday 2nd September 2025 Year 7 only

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<p style="text-align: center;">Autumn 01 2025 Weeks 1 – 8 (8 weeks) Monday 27th October - Friday 31st October - HALF TERM</p>	<p style="text-align: center;">Autumn 02 2025 Weeks 9 – 15 (7 weeks) Monday 22nd December - Friday 2nd January - CHRISTMAS HOLIDAY</p>	<p style="text-align: center;">Spring 01 2026 Week 16- 22 (6 weeks) Monday 16th February - Friday 20th February - HALF TERM</p>
<p>Content Recall and extend knowledge of hygiene, safety and equipment in a food room Food poisoning bacteria and symptoms Equipment Risk assessment and contamination <u>Practical's and skills</u></p> <ul style="list-style-type: none"> ▪ Chicken Jalfrezi and rice-boiling, peeling, slicing, dicing, de seeding, cross contamination, frying, garnishing ▪ Mini carrot cakes- baking, weighing, grating, creaming, portioning ▪ Lebanese flatbread – Slicing, Dicing, Frying, Garnishing, Kneading, Shaping, Marinade, Seasoning, Massaging, Baking <p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons.</p> <p>Cooking a range of dishes from different countries and cultures</p> <p>Reading and following recipes</p> <p>Knowing how to work safely in a kitchen.</p>	<p>Content Food standards Agency Food safety Act & legislation Food provenance <u>Practical's and skills</u></p> <ul style="list-style-type: none"> ▪ Chicken quesadilla - Slicing, Dicing, Deseeding, Grating, Frying, Grilling, Melting, Cross contamination ▪ Chicken shawarma and flat bread - Slicing, Dicing, Frying, Garnishing, Kneading, Shaping, Marinade, Seasoning ▪ Lasagne – Peeling, Slicing, Dicing, Grating, Combining, Roux, Blending, Sautéing, Browning, Simmering, Ragu sauce, Baking ▪ Seasonal fruit tart – Weighing, Measuring, Rolling Shaping, Boiling, Thickening, Separating, Hulling Baking, Crème pâtissier ▪ Christmas themed Practical TBC <p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons.</p> <p>Cooking a range of dishes from different countries and cultures</p>	<p>Content Food Provenance continued Big test and intervention Special diets and alternatives to meet customer needs <u>Practical's and skills</u></p> <ul style="list-style-type: none"> ▪ Viennese biscuits – Greasing, Lining, Weighing, Baking, Melting, Temperature control, Sieving, Creaming, Piping, Decorating ▪ Chicken pie – peeling, slicing, dicing, frying, simmering, baking, rolling ▪ End of rotation Practical TBC <p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons.</p> <p>Cooking a range of dishes from different countries and cultures</p> <p>Reading and following recipes</p> <p>Looking at the different types of vegetables available and the nutrients they provide.</p>

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<p>Able to identify healthier ingredients when cooking.</p> <p>Using subject specific vocabulary</p>	<p>Looking at food poisoning and how to prevent it.</p> <p>Reading and following recipes</p>	
<p>Assessment Objectives This is the knowledge, application and skills assessed by the Mini Test 1: Hygiene, health and Safety Progress check Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture: ATL Deadline: 20/09</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Progress check – Food safety Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture: ATL Deadline: 02/12</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test and intervention Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture: PPE 1 & ATL Deadline: 10/02</p>
<p>Spring 02 -2026 Weeks 25 – 29 (5 weeks) Monday 6th April - Monday 17th April - EASTER HOLIDAY</p>	<p>Summer 01 - 2026 Weeks 30 – 34 (5 weeks) Monday 25th May - Friday 29th May - HALF TERM-WHIT</p>	<p>Summer 02 2026 Weeks 35 – 42 (8 weeks)</p>
<p>Content Recall and extend knowledge of hygiene, safety and equipment in a food room Food poisoning bacteria and symptoms Equipment Risk assessment and contamination Practical's and skills</p> <ul style="list-style-type: none"> ▪ Chicken Jalfrezi and rice-boiling, peeling, slicing, dicing, de seeding, cross contamination, frying, garnishing ▪ Mini carrot cakes- baking, weighing, grating, creaming, portioning ▪ Lebanese flatbread – Slicing, Dicing, Frying, Garnishing, Kneading, Shaping, Marinade, Seasoning, Massaging, 	<p>Content Food standards Agency Food safety Act & legislation Food provenance Practical's and skills</p> <ul style="list-style-type: none"> ▪ Chicken quesadilla - Slicing, Dicing, Deseeding, Grating, Frying, Grilling, Melting, Cross contamination ▪ Chicken shawarma and flat bread - Slicing, Dicing, Frying, Garnishing, Kneading, Shaping, Marinade, Seasoning ▪ Lasagne – Peeling, Slicing, Dicing, Grating, Combining, Roux, Blending, Sautéing, Browning, Simmering, Ragu sauce, Baking ▪ Seasonal fruit tart – Weighing, Measuring, Rolling <p>Shaping, Boiling, Thickening, Separating, Hulling, Baking, Crème pâtissier</p>	<p>Content Food Provenance continued Big test and intervention Special diets and alternatives to meet customer needs Practical's and skills</p> <ul style="list-style-type: none"> ▪ Viennese biscuits – Greasing, Lining, Weighing, Baking, Melting, Temperature control, Sieving, Creaming, Piping, Decorating ▪ Chicken pie – peeling, slicing, dicing, frying, simmering, baking, rolling ▪ End of rotation Practical TBC <p>Cultural capital - teamwork, individual and independent work during practical lessons.</p> <p>Cooking a range of dishes from different countries and cultures</p>

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<p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons.</p> <p>Cooking a range of dishes from different countries and cultures</p> <p>Reading and following recipes</p> <p>Knowing how to work safely in a kitchen.</p> <p>Able to identify healthier ingredients when cooking.</p> <p>Using subject specific vocabulary</p>	<p><u>Cultural capital</u> - teamwork, individual and independent work during practical lessons.</p> <p>Cooking a range of dishes from different countries and cultures</p> <p>Looking at food poisoning and how to prevent it.</p> <p>Reading and following recipes</p>	<p>Reading and following recipes</p> <p>Looking at the different types of vegetables available and the nutrients they provide.</p>
<p>Assessment Objectives This is the knowledge, application and skills assessed by the Mini Test 1: Hygiene, health and Safety Progress check Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture: ATL Deadline: 24/03</p>	<p>Assessment Objectives Practical skill knowledge Progress check – Food safety Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture: ATL Deadline: 19/05</p>	<p>Assessment Objectives This is the knowledge, application and skills assessed by the Big Test and intervention lesson Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Data capture: ATL & PPE2 Deadline: 07/07</p>