

Core	resources websites	Hinterland
Subject Knowledge and skills		
lesson 1	<p>To recall the principles of <i>The Eatwell Guide</i> and relate it to their own diet. To list and explain the main nutrients provided by a healthy diet. To explain the importance of hydration.</p>	
lesson 2	<p>To develop and demonstrate measuring, knife skills and using the hob (boiling and simmering) To develop and demonstrate the principles of food hygiene and safety</p>	
lesson 3	<p>pupils investigate how energy and nutrient needs change through life - apply this knowledge to a range of situations</p>	
lesson 4	<p>To develop and demonstrate measuring, knife skills, cake making and using the oven (baking) to prepare and cook mini carrot cakes.</p>	
lesson 5	<p>investigate the source, type and functions of protein. They will be challenged to apply their knowledge to their diet and the functional properties of food.</p>	
lesson 6	<p>develop and demonstrate food preparation skills when preparing and cooking frittata, e.g. use of eggs, cutting, grating, mixing, dividing, pouring and using the oven (baking). The pupils will also consider the different functions of eggs in cooking and the effect of heat.</p>	

lesson 7

develop and demonstrate food preparation skills when preparing and cooking fruit scones, e.g. knife skills, rubbing-in, forming and shaping a dough, and using the oven (baking). During the session the pupils will also consider ingredient seasonality and strategies for reducing food waste.

lesson 8

focuses on the main vitamins and minerals, their sources and functions in the diet. Sauce making and the effect of heat on starch are looked at in preparation for a future practical lesson.

lesson 9

develop and demonstrate food preparation skills when preparing and cooking a pasta bake (or a vegetarian alternative), e.g. knife skills, using the hob (boiling), draining pasta, the all-in-one sauce method and use of the grill. Pupils will also consider the nutrition information of the dish they have made and reflect on possible changes for the future.

lesson 10

[focuses on the factors affecting food choice and is specifically linked to the dietary needs of young people. The pupils will consider the importance of balanced meals and become familiar with the school food standards. They will consider ways in which recipes can be modified and think about planning meals to meet specific nutritional needs.](#)

lesson 11

develop and demonstrate food preparation skills when preparing and cooking a chilli con carne (or a vegetarian alternative), e.g. knife skills, measuring, and use of the hob (frying, boiling and simmering). The pupils will also consider the ways the dish could be promoted in a school dining room.

lesson 12

pupils to develop and demonstrate food preparation skills when preparing and making a Rogan josh, e.g. knife skills, using the hob (frying, boiling and simmering). The pupils will also explore accompaniments to serve with the dish

lesson 13

introduces the preparation and cooking of a yeast dough, looking at the ingredients used and their functions. Different types of bread products are introduced and the pupils consider ways in which they can modify recipes. This lesson also introduces the pupils to sources and functions of carbohydrates and how they are provided in the diet.

lesson 14

develop and demonstrate food preparation skills when preparing and making a yeast dough, e.g. knife skills, preparing, kneading and shaping yeast dough, spreading, grating, using the oven (baking). The pupils will also consider how to modify the pizza wheels recipe to increase fibre, reduce fat and add a portion of vegetables.

lesson 15

opportunity to plan and create a recipe for a specific context/occasion. They will also consider the use of local and/or regional ingredients.

lesson 16

develop and demonstrate food preparation skills when preparing and making turkey burgers (or a vegetarian alternative), e.g. knife skills, handling and cooking raw turkey, mixing, portioning, shaping, and using the grill. Pupils will also investigate practical ways of reducing waste.

investigating how we can reduce food waste

lesson 17

consolidate and demonstrate food preparation skills when preparing and cooking fajitas (or vegetarian alternative), e.g. knife skills, mixing and stirring, using the hob (frying), and assembling. Pupils will explore the considerations necessary for preparing and serving their dish in a leisure venue.

lesson 18 evaluation

appraising and evaluating their learning journey in 'cooking and nutrition'. Pupils will have used their personalised My learning journey booklets. These will have tracked their progress in cooking, nutrition, ingredients and being creative.

COVER LESSONS

[Food A Fact Of Life](#)

CLICK ON LINK TO ACCESS
REOSURCES

**High blood
pressure**

**Iron
deficiency
anaemia**

**Malnutritio
n**

Obesity

**The
developme
nt and
maintenan
ce of
healthy
teeth
Adverse
reactions
to food**

<https://www.foodafactoflife.org.uk/11-14-years/schemes-of-work/year-8/>

Extra-curricular	Inter-curricular	Careers
Experiences		

· explain complex ideas and information clearly.
 · make notes in different ways, choosing a form which suits the purpose.
 • Use units of measurement used for macronutrients and micronutrients.

- listen with a purpose, selecting relevant information. They are expected to listen for a detailed understanding of content and to focus on specific areas for comment.

• Use units of measure to calculate energy intake and expenditure.
 • Use a computer programme to analyse nutritional content and use to modify a recipe.

• Develop efficient reading and focus on the important features of a text.
 • Use units of measurement to weigh and measure ingredients accurately.
 • Measure/calculate time.

• Explain complex ideas and information clearly.
 • Interpret tables, graphs and diagrams.
 • Summarise and organise material, and support ideas and arguments with any necessary factual detail.

• Use units of measurement to weigh and measure ingredients accurately.
 • Measure/calculate time.

- use units of measurement to weigh and measure ingredients accurately.

· measure/calculate time.
Science Investigation –
enzymic browning

[Task the pupils to complete the Starches worksheet to demonstrate their knowledge and application of starches as thickeners](#)

listen with a purpose, selecting relevant information. They are expected to listen for a detailed understanding of content and to focus on specific areas for comment.

use a calculator and other technologies to calculate results accurately and then interpret them appropriately. • Use Standard English confidently in a range of formal and informal contexts, including classroom discussion.

science 1. Look at a range of different types of rice, e.g. long grain, brown, wild, red, short grain.

Ask the pupils:

- What is the difference between the different types?
- What types of recipes would you use them for?
- Do they all take the same amount of time to cook?
- Explain why rice softens when it is cooked.
- Why does the volume increase?

Prepare an experiment to show the action of yeast in advance of the lesson. Alternatively, prepare and cook dough balls to demonstrate the amount of gluten in plain, self-raising and strong flour. Discuss why it is important to know this and the implications for baking quality products.

- listen with a purpose, selecting relevant information. They are expected to listen for a detailed understanding of content and to focus on specific areas for comment;

- use standard units of mass, length, time, money and other measures, including with decimal quantities.

measure and calculate time -

- Construct and interpret appropriate tables, charts, and diagrams.

[Food A Fact Of Life_gourmet bu](#)

geography food providence - food waste and production

develop efficient reading and focus on the important features of a text.

- Use units of measurement to weigh and measure ingredients accurately.
- Measure/calculate time.
- Calculate the cost.

SMSC/School values	RSHE	homework /extension work
Values		

Find a main meal recipe (with a photograph) in a recipe book, magazine or on the internet. List the main ingredients in the recipe and the nutrients they provide. 4. State the amount of fluid The Eatwell Guide recommends people drink each day.3. List five different fluid sources of water in the diet.2. Explain the functions of water in the body.

Explore the range of starch-based salads that are available to purchase and list (for at least 5) the cost per 100g.
 •Plan a new dish using a starchy food base. Using Explore food, or similar, calculate the nutrition information for the dish.

Using Explore food, or another nutritional analysis programme, calculate your energy and nutrient intake for a day, e.g. the previous day. Compare the results with the UK Estimated Average Requirements for energy.

Calculate the nutritional value of the mini carrot cakes you have made and create a food label.

Create a short quiz (5 questions), based on today's learning, which you could use to test other pupils.

Investigate at least five eggs dishes that are cooked and served in countries worldwide. Explain what type of eggs are used, e.g. hen, duck, quail.

Ask the pupils to describe 6 ways to reduce food waste of fruit, vegetables and bread at home and in school.

recipe modification

[Using Explore food, or another nutritional analysis programme, complete a nutritional analysis of the dish you have made. Which ingredients could be changed to reduce the fat content? Complete an analysis and compare the results.](#)

Why is fibre imp

Your school is following the school food standards and wants all the pupils to know about the benefits of healthy eating. Design a flyer or leaflet to go into the school dining room explaining the standards to the pupils and the benefits of a healthy diet.

Using the information you have learned about the school food standards, design and create a poster to promote your chilli con carne or chilli sin carne to pupils for display in the school dining room.

develop efficient reading
and focus on the
important features of a
text.

Calculate the cost of the
dish you have made.
Compare the cost with a
similar readymade dish,
you should consider:

Why is fibre
important in
the diet? Name
some dietary
sources of
fibre.

Write 'hints and tips' to
help people eat more of
one of the following:
potatoes, rice and grains,
wholegrain bread or
pasta. Include the benefits
and ideas for cooking
meals or making savoury
snacks.

Look at the recipe used
for the pizza wheels.
Suggest how you could
modify the recipe to:

What are the benefits of
using local/regional
ingredients? Investigate a
local/regional ingredient
and find out how it is
produced. Write an
explanation that could be
used on a website to
encourage people to 'buy
local'.

Write a blog of your 'top
10 tips' to help your local
community reduce food
waste. Include some
fascinating facts and
figures!

community - food
banks and dovetailing

Ask a friend or family member to taste your dish and give you feedback. How could you improve your planning, practical work and finished dish?

To make a pledge for the future – what do they want to learn about food, cooking and nutrition in Year 9?

What skills can they develop at home? Ask them to list these and explain how they will be developed.