

Design & Technology

Year 9

Module: Food

	Topic / Theme	Knowledge and Skills	Assessment	Cultural Capital Independent Learning
Autumn – Term one	<p>Food skills</p> <p>Practical Sessions:</p> <p>Students are given further opportunity to cook in 6 sessions to develop higher-level skills and processes required to follow and produce a recipe. Food Science will be introduced during this rotation to engage students in investigating the composition and use of ingredients in the food industry. Students will plan, investigate, record, analyse and evaluate scientific experiments to explore working characteristics and functional properties of ingredients.</p> <p>Food Science – commodities investigated – Fats/ Raising Agents</p> <p>Dish Cooked – Crumble/ Macaroni Cheese/ Cheesecake/ Chilli-con-carne/ Chicken Goujons</p>	<p>Students will develop knowledge and skills in the following areas:</p> <p>Personal Health and Safety Working Safely Following a recipe/ weighing accurately/ working to a time plan Peeling/ chopping/ slicing: preparing vegetables/ peel/ deseed, grate, crush; preparing fruit/ chill setting/ food styling Mixing/ bake/ browning (dextrinization) Grating/ simmer/ roux/béchamel How to Fry/ simmer/ reduction sauce/ taste and season during cooking Weighing/measuring/mixing/preparing baking tin/ baking Developing/ modifying recipes How to slice raw chicken/ pane (coating)/preventing cross-contamination/ shallow fry/ bake Seasoning considerations.</p>	<p>Designing</p> <p>F With support, demonstrate some preparation and cooking techniques.</p> <p>C With some support, demonstrate several preparation and cooking techniques.</p> <p>C+ Plan, prepare and cook some dishes, showing techniques, working mainly independently.</p> <p>A Plan, prepare and cook several dishes, showing techniques, working independently.</p> <p>A+ Plan, prepare and cook a range of dishes, showing techniques, working independently, and be able to select and use a range of appropriate equipment.</p> <p>E Plan, prepare and cook a wide range of creative and specific dishes, showing techniques,</p>	<p>Students are provided with opportunities to experience and gain skills in the use of equipment used in many areas of employment, including control equipment and mechanical systems. Students will be able to develop knowledge in the use of computer aided control equipment and robotics to investigate products, which will develop an understanding of how everyday products use control & mechanisms, and the types of pathway and employment that exist within these sectors. In the Yr9 Food module, enrichment of knowledge in a practical context is achieved using a variety of equipment and materials including. Tasks within the unit encourage the use of a wide array of practical skills and experiences, which are designed to appeal to girls in particular to address issues of gender stereotyping and encourage future pathways and</p>

			<p>working independently, and being able to select and use a wide range of appropriate equipment.</p> <p>Making F List some basic ingredients used for creating food products.</p> <p>C Research and list some ingredients used for creating food products.</p> <p>C+ Research and list some ingredients and understand how to cook them in a few healthy dishes</p> <p>A Research and list some appropriate ingredients and understand how to cook them in a range of dishes, including healthy dishes.</p> <p>A+ Identify & list appropriate ingredients, as a result of research, and understand how to cook them for a range of dishes and for a healthy and varied diet.</p> <p>E Identify & list appropriate ingredients, as a result of research, and understand how to</p>	<p>employment in areas with gender disparity. Students are encouraged to understand how other cultures, the beliefs and views of others affect the way products and services are designed. They are taught to reflect on the users of products and how users' views, beliefs and social-economic status affect the way products are designed, and why. In the Yr9 Food module, enrichment of knowledge in a design context is achieved using a variety of methods and solutions including the study of past and present designers. Students will develop an understanding of how research and the development of technical knowledge is crucial in an increasingly technological world. Technology extra-curricular clubs provide experiences beyond the home and allow students to develop specific skills and more in-depth knowledge alongside the normal Technology curriculum. Research into concepts, the environment, cultures and the work of past and present designers and their achievements, will develop the</p>
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			<p>cook them for a range of dishes, including a healthy and varied diet, showing awareness of different dietary needs, i.e. vegetarians etc.</p> <p>Evaluating</p> <p>F Suggest improvements to a dish</p> <p>C Evaluate a dish</p> <p>C+ Evaluate a dish and the functions of some ingredients used.</p> <p>A Evaluate a dish and explain the functions and reasons for choosing some ingredients in specific dishes.</p> <p>A+ Evaluate some dishes and explain the functions and reasons for choosing the ingredients, including explaining where and how a variety of ingredients are grown.</p> <p>E Evaluate specific dishes e.g. organic. and analyse the functions and reasons for choosing the ingredients, including explaining where and how a variety of ingredients are grown and the economic effect.</p>	<p>students' understanding of their own potential and the measures, skills and knowledge necessary to succeed. We encourage wider reading and the exploration of academic theory in order to investigate concepts.</p> <p>Students are expected to create and develop ideas and program systems independently with varying degrees of innovation and flair. They will develop problem solving skills through independent learning in both a design and practical context, which will enrich the potential of all students by providing valuable skills and the mind-set to progress independently.</p>
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