Year 9 Topics

In year 9 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4. Our curriculum is designed to develop creative and independent students and embed life skills.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Food commodities	Students will learn the value of food commodities within the diet. They will learn the range of foods, ingredients and from the major commodity groups they belong.	The value of commodities – apply the nutrition value to the ingredients in recipes made. The working characteristics of Ingredients, mini-NEA 1 – sugar in biscuits, roux sauce, cornflour sauce Origins of food – fish, sustainability, environmental impact of fishing Physical and chemical changes that can occur Prepare and cook – pizza pinwheels. Biscuits (mini NEA 1), mince pies, risotto, tuna pasta, sweet and sour vegetables	• Commodity, value, diet, contribution, characteristic, storage, origins, physical, chemical, change, recipe. • Sugar, syrup • Fish, categories, white, oily, shell, HBV, omega 3 fatty acids, environmental, sustainability	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
Principles of nutrition	Students will learn the definition of macronutrients and micronutrients in relation to human nutrition.	Definition of macro and micronutrients – linked to the recipes made. Identification of nutrients. Recap from Yr 7 & 8 Main sources and specific functions of nutrients recap from Year 7 & 8. Consequences of malnutrition – (over and under) – recap from Year 8.	• Protein, amino acids, • Fats, oils, lipids, saturated, polyunsaturated, essential fatty acids, cholestrol • Carbohydrates, starches, sugars • Vitamins • Minerals, calcium, iron, potassium, magnesium	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal

				Development of language skills, literacy and extended writing.
Diet and good health	Students will learn the energy requirements of individuals and have an awareness of common dietary issues. Learners should be able to use their knowledge of nutrition and current dietary guidelines. Students will learn common dietary issues.	Recommended guidelines for a healthy diet – recap from Year 7 & 8. How nutrients work in the body – recap from year 8. Changes in nutritional needs throughout life stages and state of health from birth to older adults. Individual specific lifestyle needs linked to the changing diet through lifespan. Lifestyle diseases linked to poor diet choices – T2D, CHD, high blood pressure, obesity	• RDI, energy value, requirements, protein, fat, carbohydrate, deficiencies, macronutrients, micronutrients, dietary fibre, • Life stages, toddlers, teenagers, early/middle/late adulthood • Recipe, meal, nutritional information, data, content, modify, reduce, increase	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
The science of food	Students will learn how the preparation and cooking of food affects the sensory and nutritional properties. Students will be given the opportunity to experiment and modify recipes. Students will learn microbiological	Why food is cooked – physical and chemical changes –Functions of sugar in biscuit making – hydrophobic, hydrophilic, aeration, dextrinization, caramelization, gelatinisation of starch, comparing a roux sauce to a cornflour sauce	• Properties, sensory, nutritional, taste, texture, appearance, conserve, modify, nutritive value, palatability, functional, chemical • **B**oiling, simmering, gelatinisation, dextrination, caramelization, hydrophobic, hydrophilic, shortening, • Inadequate, unacceptable • Micro-organisms, bacteria, refrigeration, freezing, dry/cold storage, packaging, date marks, labelling, growth conditions, preservation, food spoilage, temperature, moisture, time, cross-contamination, hygiene,	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal

		Cooking methods – boiling, simmering, gelatinisation, shortening, sauce making, thickening. The control of micro-organisms – use of time and temperature to keep food safe. Working characteristics of food, reasons and how to remedy problems – too much or too little cornflour, risotto – too much/ too little water, rubbing in, over handling pastry, consistency of ingredients (size, shape, mass, viscosity) Safe food storage – cooling and chilling food. Recap use of temperature to keep food safe from Year 8.	• Wastage, environment, financial implications •	Development of language skills, literacy and extended writing.
Where food comes from safety when buying, storing, preparing	Students will learn where food originates and the impact on the environment. Students will learn	Food origins fish The impact on the environment – Sustainability	• Food origins, grown, reared, caught, food miles, carbon footprint, local, environment, value, waste, global markets, food poverty, country, region • Packaging, labelling law	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet.

and cooking food.	about the stages in food processing.	Menus and meal structures	• Characteristics, eating patterns, nutritional guidelines, • Primary processing, secondary processing, technological development, transporting, cleaning, sensory properties, nutritional properties	Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.
Cooking and food preparation	Students will learn factors affecting food choice. Students will learn skills to enable them to plan, prepare, cook and serve a variety of recipes. Students will learn to consider consumer influence and choice. They will develop recipes to meet specific nutritional and lifestyle needs.	Sensory analysis and how to access the quality of food using sensory descriptors. Comparison of biscuits in mini-NEA 1 A range of factors that affect the food choices we make. Planning recipes for a variety of users and different nutritional needs. Modifying recipes to suit the needs of the consumer – flavour, texture, nutritional needs, and cultural needs. Preparation and cooking of ingredients to make a selection of recipes – pizza pinwheels, biscuits, mince pies, risotto, tuna pasta, sweet and sour vegetables Presentation and finishing techniques including portion control, test for readiness. The application of food hygiene and safety through all practical activities.	• Sensory perceptions, choices, sensory qualities, taste panels, judge, manipulate, test for readiness • Factors, influence, enjoyment, preference, testing, food choice, cost, availability, activity, personal choice • Informed choice, balanced diet, variety, portion size, nutritional information, food labelling, consumer • Planning, cooking, dish, recipe, preparation, ingredient, selection • Weigh, measure, knife skills, bridge and claw grip, solid, liquid, combine, shape, setting, finishing, dough, glaze, garnish, time management • Influence, lifestyle, consumer choice, adapting, developing, review, evaluate, improvements, amending,	Students will demonstrate their knowledge into practice through a variety of practical situations. Students will learn through explore, investigate, and research tasks Research skills – textbooks & internet. Classification/grouping/sorting/organising skills. Discussion (Oracy development). Communication skills, verbal & non-verbal Development of language skills, literacy and extended writing.

		To follow a recipe independently and make own judgements when considering timings, flavour, texture and appearance Time plan – in preparation for GCSE food preparation and nutrition		