

KESTEVEN AND SLEAFORD HIGH SCHOOL

Food Science Scheme of Learning

Year 9 Rotation UNIT 1

Intent – Rationale

To develop the students ability to inquire, investigate and experiment through the independent research, planning and choice of equipment. Students being able to make suitable choices of equipment and recipes. Developing their evaluation and analysis skills

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?		
<p>Using learning from year 8 – equipment Research techniques and analysis Skills in year 7 & 8</p>	<ul style="list-style-type: none"> • GCSE Food Preparation & Nutrition – Science, Nutrition and practical skills • Life Skills • Research & selection of information 		
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?		
<ul style="list-style-type: none"> • Maths – Calculations / weighing / measuring • Science – Physics use of energy & energy saving • PSHE – Budgeting/ costs 	BV4 BV5	GB4a GB4b GB4g GB4d GB4i	SP1,2,3,4 M2,3 SO1, 3 C2, 4
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?		
<ul style="list-style-type: none"> • Reading and following instructions • Independent Research • Report Writing FROM THE LIBRARY <i>Olive- magazine (monthly)</i>	<ul style="list-style-type: none"> • Costing • Weighing / Measuring • Portioning • Energy input / output • Timing / Reading the clock 		

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*Browse and borrow form the selection of recipe books.
Dictionary of Food; Charles Sinclair-641.5*

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Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

How each piece of 'Portable Electrical Equipment' functions. Health & Safety around the use of each piece. Handling, Cleaning & Storage.
The effectiveness of equipment to save time and energy through use and reflection.

Apply

Through the selection of equipment that students have never or infrequently used, produce dishes of a good quality suitable for that piece of equipment.

Extend

Using reviews of previous users through further reviews, complete own reviews and guidance for the use of equipment.

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

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<ul style="list-style-type: none"> • Food processor • Blast Chiller • Table Top Mixer • Food Processor • Air Fryer • Deep Fat Fryer • Hand Held Blender • Risk 	<ul style="list-style-type: none"> • Evaluation • Analysis • Review • 	<ul style="list-style-type: none"> • Homework tasks • Practical Outcomes • Mid project Reviews • Written outcomes • End of Project Reviews. • Presentations
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
1. 'How does it work and what does it do? '	Knowledge: functions / naming the Equipment	Knowledge: Selecting Recipes suitable for use with each piece	Teacher dem. Set up, identify H&S points/ students create table of equipment and write up H&S
2. How much does it cost & what can I make?	Students develop research methods, Independent research / search options for information	Students develop knowledge of how to use reviews and pricing to compare & contrast equipment	Research using websites selected number of pieces of equipment to work with (3). Look at cost/ high & low end – accessories. Recipes to use with each.
3. Research & Planning	Independent research / search options to complete	Complete the comparison and pricing	Students to continue to work independently to complete previous work, plan for practical.
4. Practical	Students use knowledge from previous lessons to select appropriate dishes / time awareness/ suitability of equipment	Students show knowledge of Health & Safety, Food Safety Working independently with equipment	Independent practical using one piece of equipment – evaluate

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5. Practical	Selecting appropriate dishes / time awareness/ suitability of equipment	Working independently with equipment / H&S	Independent practical using one piece of equipment – evaluate
6. Would I give space for this?	Developing evaluation skills Evaluation / justification / review	Produce guidance & advice	Complete evaluations from previous lessons. Produce a guidance sheet for other users for 2 of the 3 pieces used.