

WHAT ARE THE BIG AIMS OF YEAR 9?

- Using creativity and imagination pupils will use a wide range of skills to make and produce high quality products considering their own and other's needs.
- Pupils will be expanding on previous learning of Social, Moral, and Cultural, religious & environmental considerations.
- More detailed analysis of functional properties using scientific concepts in food production, preparation and dietary needs.
- Pupils will learn how to make mistakes without fear of failure, be able to explain what the mistake was and how they can overcome the problems next time, becoming resourceful and innovative capable citizens.
- Using detailed critique, analysis and evaluation of past and present dishes to develop a critical understanding of individual dietary and cultural needs. Literacy skills will be more developed by y9, a subject specific word bank will have been expanded.
- To be able to identify possible developments to create high quality products showing understanding of functional properties of a wider range of ingredients, its impact on individuals, society and the environment.
- As skill levels become more demanding pupils will be expected to develop their dishes to create higher quality products which meet a wider and more stringent set of criteria. For instance far more importance will be placed decorative techniques and aesthetics as pupils take into consideration commercial viability to a greater extent.
- To be able to work successfully either independently or as part of a team.
- By y9 pupils will be far more able to identify their own strengths and weakness and delegate work accordingly to work in teams efficiently and effectively.
- To be able to investigate new and emerging techniques such as use of more experimental scientific process inspired by ground breaking chefs such as Heston Blumenthal. This is made possible by an increased awareness health and safety and far more expansive skill levels.
- Test and evaluate against a design criteria/ context question.
- Familiarity with basic principles of how to conduct food science investigations
- Understanding of food provenance 'Farm to plate'

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

- Independent learning - Using initiative, following methods, researching.
- Working safely using a variety of skills & equipment.
- Effective Team work, supporting each other.
- Focused on task producing quality work.
- Resilience - Students not giving up and trying to overcome problems as they accrue.
- Students Risk taking and being able to explain their thought process behind it.
- Confidence in using different technical skills. Talking about their work both practical and written
- Enjoy/ Passion engagement in the lesson and tasks.
- Students will be able to explain the design process different methods of cooking/ functions of ingredients/ health and diet issues.
- Respond to design briefs and produce individual Design specification
- Prioritise actions and make decisions as the project develops, taking into account time restrictions, when selecting ingredients and equipment and production methods.
- Pupils will be able to consider the properties of ingredients more independently during the design, making and development processes.
- Pupils will be able to evaluate design ideas as they develop.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Build and apply a repertoire, knowledge, understanding of ingredients in order to design and make products that are suitable for a range/ specific users.
- To be able to critique, evaluate using key concepts.
- Writing with understanding, referring to design briefs/ criteria/ ACSSESS FM.
- Understand the principles of nutrition & the effect on the body.
- Pupils should be able to use their skills from English to create a formal evaluation with understanding of how this work will support the learning journey.
- Pupils will also be developing a deeper understanding of the Design criteria/ ACSSESS FM to make their evaluations more informative.

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- To be able to work safely in the kitchen/ understand, know the risks.
- To be able to show a range of practical skills with confidence.
- To be able to select and use specialist tools, use high skilled, more complex techniques independently. Pupils will be able to select specific implements and techniques which are suitable for different products more independently.
- Select and use a wider range of ingredients taking in account their properties: both physical and chemical properties.
- Apply heat in different ways.
- Develop an awareness of taste, texture and aroma to decide how to combine ingredients, adapt and develop recipes.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- All fat is bad
- Sugar gives you diabetes
- Conflict between cultural and commercial practices.
- All fruit and vegetable taste the same
- Once they have tried something and not liked it assume that it will always taste bad even if eaten/ cooked a different way
- Peer pressure - Students don't try new things because their peers have such an influence.
- Misconceptions of how/ where meat comes from and how it gets on to the plate.

WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?