

Subject – Food Technology

Core skill focus

Year group: 9		Module title: Ready Meals/ Celebration Cakes		Length of module: 12 weeks	
<p>Module intent / knowledge to be gained For students to understand the different sauce making skills while using a variety of ingredients to make dishes from scratch (no jars etc)</p> <ul style="list-style-type: none"> • Understand nutritional information and use the nutrients programme to develop their design. • What the design process is • 3 Star Chef – Celebration Cakes Design task used to start students thinking about research around a specific topic. Start thinking about the needs of other people rather than just themselves. This is expanded to include collecting data via questionnaires and testing of prototypes samples to test the end use. • Risk assessment • Nutrients and sources in the body. 		<p>Sequence – where does this module fit? Links to past and future learning Final unit in Key stage 3 before students opt in Key stage 4 Students will develop skills in meal planning and meeting the needs of the brief. They will extend learning on nutrition and portion control. Practical skills will develop for them to work with a greater independence, this is needed for the examination elements in KS4</p>			
<p>Key words: Cook chill Sauté Reduction Decoration Whisking method Nutritional analysis</p>					
Week number	Learning activity / intention of knowledge	Stretch & Support activities		Homework	
1	<ul style="list-style-type: none"> • DEM: Spaghetti Bolognese – sauce making, reduction • THEORY: Recap health and safety rules, avoiding cross contamination, temperature controls. • Introduction to the design brief- Ready meals and the cook chill process • Analysis of the task – importance of healthy eating, vegetarians, special diets etc. Important for progress into KS4 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>		<p>Investigate available products in the supermarket, Include price and nutritional content</p>	

2	<ul style="list-style-type: none"> • PRACTICAL: Spaghetti Bolognese • DEM: Chicken Curry – Use of spices, cross contamination, food poisoning (salmonella) and the importance of good hygiene standards. Linked to industrial practices. • THEORY: What is a balanced diet? Nutrients and functions in the body. Group work – produce information on A3 paper. Nutrients in depth, effect of deficiency and excess on the body 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	<p>Investigate 4 different spices used to make curry, where do they come from and how are they made?</p>
3	<ul style="list-style-type: none"> • PRACTICAL: Chicken Curry • DEM: Egg Fried Rice again importance of good standard to avoid food poisoning (B-Sirus). • THEORY: Vitamins and minerals, implications of excess and deficiencies in the body continue with information on nutrients – excess and deficiency. 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	<p>Find out the names of as many different types of rice, what are their characteristics?</p>
4	<ul style="list-style-type: none"> • PRACTICAL: Egg Fried Rice • DEM: Sweet and Sour Pork – coagulation and use of modified starch to thicken food poisoning (e-coli) • THEORY: Develop own design range, product will need to be frozen and reheated, will need to think about how ingredients will work – in preparation for examination work in key stage 4 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	<p>Produce a questionnaire and get 10 people to answer about ready meals</p>
5	<ul style="list-style-type: none"> • PRACTICAL: Sweet and Sour Pork – health and safety • THEORY: plan practical – time plan, ingredients and equipment list detailed time plan. Times, method and special points must be included. This is a large part of the coursework in Year 11. 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	<p>Develop a suitable packaging, what materials will you use? Are they suitable to reheat your product?</p>
6	<ul style="list-style-type: none"> • PRACTICAL: Own design Idea • THEORY: Analysis of dish using sensory terms to describe completed product to be able to compare once product has been heated from frozen Must be able to describe their dish using sensory terms, will develop further in KS4 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	<p>None Set</p>
7	<ul style="list-style-type: none"> • PRACTICAL: Freeze and reheat product, core temperatures and use of temperature probe. Health and safety practices to minimise food poisoning in an industrial setting. 	<p>Students to work in pairs to show and support each other to use the cooker.</p>	<p>Produce a Mood board for celebration cakes, you can use pictures or draw your own.</p>

	<ul style="list-style-type: none"> • DEM: Baby Carrot Cakes • THEORY: Evaluation for cook chill 	More able students to help others	
8	<ul style="list-style-type: none"> • PRACTICAL: Baby Carrot Cakes – Healthy option, portion control and presentation • DEM: Brownies with fudge topping • THEORY: Investigate how different countries celebrate occasions with different types of cakes, research to enable them to develop their ideas. 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	What types of celebration cakes can be bought in the supermarket? What occasions are they for and how much do they cost?
9	<ul style="list-style-type: none"> • PRACTICAL: Brownies with fudge topping • DEM: Mini Black Forest Gateaux – whisking method. Importance of weighing and measuring, consistency of the mixture. • THEORY: Functions of ingredients, methods of cake making – functions of ingredients and the importance of accuracy to produce a quality product. Presentation skills. 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Find at least two different recipes for the following methods – creaming, rubbing in, melting, and whisking.
10	<ul style="list-style-type: none"> • PRACTICAL: Mini Black Forest Gateaux • Design a range of cakes to meet the design brief. Must be fully annotated. Colour, taste, texture. Ingredients. Details of decoration/fillings. Why will the design meet the brief – will expand on this for examination in KS4 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	Design a range of different celebration cakes, fully annotate them
11	<ul style="list-style-type: none"> • Design range – compete range – fully annotated • THEORY: plan own final product, time plan, equipment, and ingredients list – increasing detail as this is a vital element in KS4 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	
12	<ul style="list-style-type: none"> • PRACTICAL: Own Design Idea careful attention to health and safety as well as weighing and measuring. Presentation also especially important, another key element for KS4 • THEORY: Final Evaluation 	<p>Students to work in pairs to show and support each other to use the cooker.</p> <p>More able students to help others</p>	None set