

University Academy Holbeach  
Scheme of Work KS3: Intent, Implementation and Impact  
Year 9 5 week rotation  
(1 rotation CM, 1 rotation RB)

Intent (Content)	Intent (Aims and Objectives)	Implementation (Lesson Content)	(Literacy)	(Numeracy)	Implementation (Resources)	Implementation (Skills)	Implementation (Differentiation)	Impact (Assessment)	Impact (Cross / Extra Curricular Links)
Principles of The Eatwell Guide  Week 1 2 x 1 hour lessons	To understand the expectations in Food and Nutrition. To understand the importance of food hygiene. To extend knowledge of The 4 C's	To sort students folders and provide them with all the necessary documentations. Introduce food safety and watch the video 'Bacteria Bites'. Investigate the conditions bacteria need to grow and multiply. Students to understand what food poisoning is and the symptoms. The define the term 'high risk foods' and 'low risk foods' and provide examples. To answer the questions on the food hygiene worksheet. Students should peer assess and the answers will be discussed as a class. Link back to the video and ask students to recall the 4C's. Discuss as a class. Students should complete the 4C's worksheet. Peer assess.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses		Worksheets PowerPoint Link to Video Folders Admin Materials  <b>Homework:</b> To get the allergy letter signed. Students should look in the kitchen at home and familiarise themselves with the names of different pieces of equipment.	N/A	Visual Aids / PowerPoint Worksheets Quality of written responses	Questioning  Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses  Teacher Observation	RSE **  SMSC/ CITIZENSHIP  Digital Competency  Careers  Enterprise  Economic Understanding  Appreciation of Sports and the
Eatwell Guide  Week 2 1 x 1 hour lesson	To identify the different sections of the Eatwell Guide. To identify the key nutrients provided by the different sections of the Eatwell Guide.	Recap The Eatwell Guide studied at KS3. Students will be given a blank copy of the Eatwell Guide and this needs to be annotated using the PowerPoint notes and what is discussed as a class. Students should stick the relevant foods into the correct sections of the plate. Students should complete the 'Balanced Diet' worksheet using the knowledge they have acquired.	Literacy: Key Words, Reading Out Loud, Questioning, Written Responses		Worksheets PowerPoint	N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning  Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses  Student Demonstration  Teacher Observation	RSE **  SMSC/ CITIZENSHIP  Digital Competency  Careers  Enterprise  Economic Understanding  Appreciation of Sports and the

<p>Nutrients in the Diet</p> <p>Week 2 1 x 1 hour lesson</p>	<p>Recall the principles of The Eatwell Guide and relate it to your own diet. To list and explain the main nutrients provided by the diet. To explain the importance of hydration.</p>	<p>Students should complete the starter activity on the sheet 'Principles of the Eatwell Guide'. Students should label the sections of the Eatwell Guide correctly and list two examples of foods within each section. Discuss how the meals displayed in the PowerPoint are linked to the Eatwell Guide. As a class show the students the meals and discuss what sections the meals link. Students should review the diet on the sheet provided to them and link each food to the correct section of the Eatwell Guide. They should use the correct coloured pencils to colour code their work appropriately. Students should complete task 4 by answering the questions.</p>	<p>Literacy: Key Words, Reading Out Loud, Questioning, Written Responses</p>		<p>Worksheets PowerPoint Student Folders</p>	<p>N/A</p>	<p>Visual Aids Worksheets Students to Demonstrate Quality of written responses</p>	<p>Questioning  Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses  Teacher Observation</p>	RSE **
									SMSC/ CITIZENSHIP
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<p><b>Commodity Vegetables / protein Demonstration and Practical</b></p> <p><b>Week 3</b> <b>2 x 1 hour lessons</b></p> <p><b>Kebabs &amp; potato wedges</b></p> <p><b>Practical 1:</b> Preparation and marinating ingredients</p> <p><b>Practical 2:</b> Production of kebabs and potato wedges</p>	<p>All students to prepare and cook kebabs. To demonstrate the skills of preparing a range of vegetables, using the grill, controlling temperature. To demonstrate and apply the principles of food safety and hygiene when cooking.</p>	<p>Teacher demonstration: Kebabs. Students to demonstrate food preparation skills when making kebabs e.g. Weighing and Measuring, Preparing Vegetable and protein. Student / Teacher assessment Students to record their achievement in their folders.</p>	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>	<p>Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)</p>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<ul style="list-style-type: none"> <li>• Skill 1</li> <li>• Skill 2</li> <li>• Skill 3</li> <li>• Skill 6</li> <li>• Skill 8</li> </ul>	<p>Visual Demonstration  Differentiation by Outcome  GCSE Marking Criteria  Choices made by ability</p>	<p>Questioning  Literacy: Key Words, Reading and Following a Recipe, Questioning  Teacher Observation and Assessment.  Self-Assessment  GCSE Marking Criteria</p>	RSE **
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<p><b>Unit 1 LO4</b> <b>AC4.1</b> Food related causes of ill health</p> <p>Week 4 1x 1 hour lesson</p>	<p><b>Unit 1 – AC4.1</b> To describe food related causes of ill health</p>	<p>Discussion of causes of ill health Causes</p> <ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Microbes</li> <li>• Chemicals</li> <li>• Metals</li> <li>• Poisonous plants</li> </ul> <p>Completion of worksheets based on different causes.</p> <p>Causes          ☞ Allergies          ☞ Intolerances  <a href="http://allergytraining.food.gov.uk/english/">http://allergytraining.food.gov.uk/english/</a></p>	<p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p>		<p>PowerPoint Ingredients Equipment Student Folders</p>	<p>1, 2, 3, 4, 5, 6, 10 &amp; 11</p>	<p>Visual Demonstration  Differentiation by Outcome  Assessment Criteria  Choices made by ability</p>	<p>Questioning  Literacy: Key Words, Reading and Following a Recipe, Questioning  Teacher Observation and Assessment.  Self-Assessment  Assessment Criteria</p>	<p>RSE **</p> <p>SMSC/ CITIZENSHIP</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the</p>
<p><b>Unit 1</b> <b>LO1 AC4.4</b> Describe common types of food poisoning</p> <p>Week 4 1 x 1 hour lesson</p>	<p><b>Unit 1 LO4</b> AC4.4 Describe common types of food poisoning</p>	<p><b>Unit 1 – AC4.4 Describe common types of food poisoning</b> <i>Common types bacteria</i></p> <ul style="list-style-type: none"> <li>• <i>Campylobacter</i></li> <li>• <i>Salmonella</i></li> <li>• <i>E-coli</i></li> <li>• <i>Clostridium Perfringens</i></li> <li>• <i>Listeria</i></li> <li>• <i>Bacillus Cereus</i></li> <li>• <i>Staphylococcus Aureus</i></li> </ul> <p><i>How we can reduce the transfer of bacteria and reduce the risk of food poisoning.</i></p> <p><i>Demonstration: Sweet &amp; sour or Curry</i> <i>Student to complete the recipe analysis sheet. Review and discuss.</i></p>	<p>Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses</p>		<p>PowerPoint Ingredients Equipment Student Folders</p> <p><b>Homework theory: What can we do?</b></p>	<p>1, 2, 3, 4, 5 &amp; 10</p>	<p>Videos Visual Aids Worksheets Students to Demonstrate Quality of written responses</p>	<p>Questioning  Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses  Teacher Observation  <b>Homework</b></p>	<p>RSE **</p> <p>SMSC/ CITIZENSHIP</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the</p>

<b>Unit 2 LO3</b> International Cuisine Practical: Curry or Sweet and sour  Week 5  2 x 1 hour lessons (1= demo) (1= practical)	<b>Unit 2 – LO3: To be able to cook dishes.</b>  To prepare an international dish or your choosing To develop knowledge of blending flavours and the use of spices & seasoning To demonstrate and apply the principles of food safety and hygiene when cooking.	Students to demonstrate food preparation skills when making curry or sweet and sour e.g. Weighing and Measuring, Flavours, chopping, slicing, simmering, shallow frying Student / Teacher assessment. Students to record their achievement in their folders.	Literacy: Key Words, Reading and Following a Recipe, Questioning	Reading weights and measures on the scales. Accurate weighing (g) Measuring liquids (ml) Reading number dials on the cookers – both gas and electric (centigrade/ gas mark)	PowerPoint Ingredients Equipment Student Folders	1, 2, 3, 5, 7, 10 & 11	Visual Demonstration  Differentiation by Outcome  GCSE Marking Criteria  Choices made by ability	Questioning  Literacy: Key Words, Reading and Following a Recipe, Questioning  Teacher Observation and Assessment.  Self-Assessment  GCSE Marking Criteria	<b>RSE **</b>
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									<b>Economic Understanding</b>
<b>Types of Contamination</b>	<b>Unit 1 LO4</b> <b>Students are to identify they types of contamination that can cause ill health</b>	<b>All students will create a set of 4 flash cards identifying the different types of contamination and how they occur.</b> <b>Biological, Chemical. Physical &amp; Allergies / Intolerances</b>	Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses		Worksheets PowerPoint Link to Video Folders Admin Materials	N/A	Visual Aids Worksheets Students to Demonstrate Quality of written responses	Questioning  Literacy: Key Words, Group Work, Reading Out Loud, Questioning, Written Responses  Student Demonstration  Teacher Observation	<b>RSE</b>
									<b>SMSC / CITIZENSHIP</b>

### Seasonal Practical: Easter / Christmas

Lesson	Aims and Objectives	Lesson Content / Activities	Resources	Skill Group	Cross Curricular	AFL	Differentiation	Food Quality Management System Regulation Links
<b>Demonstration and Practical:</b> Mince Pies	<ul style="list-style-type: none"> <li>To make a batch of mince pies.</li> <li>To develop an understanding of 'standard components'.</li> </ul>	<ul style="list-style-type: none"> <li>Students to watch the demonstration: Discuss key points.</li> <li>Students to demonstrate food preparation skills when making mince pies e.g. Weighing and Measuring, Rolling Pastry to an</li> </ul>	PowerPoint Ingredients Equipment Student Folders	<ul style="list-style-type: none"> <li>Skill 1</li> <li>Skill 2</li> <li>Skill 4</li> <li>Skill 5</li> <li>Skill 7</li> </ul>	<b>RSE **</b>	Questioning  Literacy: Key Words, Reading and Following a Recipe, Questioning	Visual Demonstration  Differentiation by Outcome  GCSE Marking Criteria	3.010 3.016 3.017 3.024
					<b>SMSC/ CITIZENSHIP</b>			
					Digital Competency			

		<p>Even Thickness, Using Pastry Cutters, Filling Pastry, Adding a Topping, Baking, Testing for Readiness.</p> <ul style="list-style-type: none"> <li>• Student / Teacher assessment.</li> <li>• Students to record their achievement in their folders.</li> </ul>			<p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the</p>	<p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>Choices made by ability</p>	
<p><b>Demonstration and Practical:</b> Hot Cross Buns</p>	<ul style="list-style-type: none"> <li>• To prepare and cook a seasonal Easter product.</li> <li>• To demonstrate the skills of kneading, proving, shaping and piping.</li> <li>• To demonstrate and apply the principles of food safety and hygiene when cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• Students to watch the demonstration: Discuss key points.</li> <li>• Students to demonstrate food preparation skills when making Hot Cross Buns e.g. Weighing and Measuring, Making a Dough, Kneading, Proving, Shaping, Glazing, Baking, Making a Piping a Cross.</li> <li>• Student / Teacher assessment.</li> <li>• Students to record their achievement in their folders.</li> </ul>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<ul style="list-style-type: none"> <li>• Skill 1</li> <li>• Skill 2</li> <li>• Skill 4</li> <li>• Skill 5</li> <li>• Skill 7</li> <li>• Skill 8</li> <li>• Skill 10</li> <li>• Skill 11</li> </ul>	<p>RSE **</p> <p>SMSC/ CITIZENSHIP</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>3.017</p> <p>3.018</p> <p>3.023</p> <p>3.029</p>
<p><b>Demonstration and Practical:</b> Easter Chocolate Nests</p>	<ul style="list-style-type: none"> <li>• To prepare and make Easter chocolate nests.</li> <li>• To demonstrate and apply the principles of food safety and hygiene when cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• Students to watch the demonstration: Discuss key points.</li> <li>• Students to demonstrate food preparation skills when making Easter chocolate nests e.g. Weighing and Measuring, Melting Chocolate in a Glass Bowl over Boiling Water, Combining Ingredients, Chilling to Set, Testing for Readiness.</li> <li>• Student / Teacher assessment.</li> <li>• Students to record their achievement in their folders.</li> </ul>	<p>PowerPoint Ingredients Equipment Student Folders</p>	<ul style="list-style-type: none"> <li>• Skill 1</li> <li>• Skill 4</li> <li>• Skill 7</li> <li>• Skill 12</li> </ul>	<p>RSE **</p> <p>SMSC/ CITIZENSHIP</p> <p>Digital Competency</p> <p>Careers</p> <p>Enterprise</p> <p>Economic Understanding</p> <p>Appreciation of Sports and the</p>	<p>Questioning</p> <p>Literacy: Key Words, Reading and Following a Recipe, Questioning</p> <p>Teacher Observation and Assessment.</p> <p>Self-Assessment</p> <p>GCSE Marking Criteria: Making / Evaluating</p>	<p>Visual Demonstration</p> <p>Differentiation by Outcome</p> <p>GCSE Marking Criteria</p> <p>Choices made by ability</p>	<p>3.017</p> <p>3.019</p> <p>3.023</p>

## Appendix 1: Food Preparation Skills

Twelve skill groups need to be taught; students must know how and when these food preparation skills can be applied and combined to achieve specific outcomes.

<b>1. General Practical Skills</b> <ul style="list-style-type: none"> <li>• Weigh and Measure</li> <li>• Prepare ingredients and equipment</li> <li>• Select and adjust cooking times</li> <li>• Test for readiness</li> <li>• Judge and modify sensory properties</li> </ul>	<b>2. Knife Skills</b> <ul style="list-style-type: none"> <li>• Fruit and Vegetables (bridge hold, claw grip, peel, slice, dice and cut into even size pieces i.e. batons, julienne)</li> <li>• Meat (fillet a chicken breast, portion a chicken, remove fat and rind)</li> <li>• Fish (fillet fish, slice evenly and accurately)</li> <li>• Alternatives (such as tofu and halloumi cheese)</li> </ul>	<b>3. Food Preparation Skills</b> <ul style="list-style-type: none"> <li>• Preparing fruit and vegetables (Mash, shred, scissor snip, scoop, crush, grate, peel, segment, de-skin, blanch, shape, pipe, blend, juice and prepare garnishes whilst demonstrating the technical skills of controlling enzymic browning, spoilage and preventing food poisoning)</li> </ul>	<b>4. Use of the Cooker</b> <ul style="list-style-type: none"> <li>• Using the grill</li> <li>• Using the oven (baking, roasting, casseroles and/or tagines, braising)</li> </ul>	<b>5. Use of Equipment</b> <ul style="list-style-type: none"> <li>• Blender</li> <li>• Food Processor</li> <li>• Mixer</li> <li>• Pasta Machine</li> <li>• Microwave</li> <li>• Oven</li> </ul>	<b>6. Cooking Methods</b> <ul style="list-style-type: none"> <li>• Water based methods using the hob (steaming, boiling, simmering, blanching, poaching)</li> <li>• Dry heat and fat based methods using the hob (dry frying, shallow frying, stir frying)</li> </ul>
<b>7. Prepare, Combine, Shape</b> <ul style="list-style-type: none"> <li>• Prepare, combine and shape (roll, wrap, skewer, mix, coat, layer meat, fish and alternatives. Shape and bind wet mixtures whilst demonstrating the technical skill of preventing cross contamination and handling high-risk foods correctly.</li> </ul>	<b>8. Sauce Making</b> <ul style="list-style-type: none"> <li>• Starch based (gelatinisation, roux, all in one, blended, infused velouté or béchamel. How starch / liquid ratios affect viscosity)</li> <li>• Reduction (how evaporation concentrates flavour and changes the viscosity of the sauce)</li> <li>• Emulsion (make a emulsion sauce and understand how to stabilise an emulsion)</li> </ul>	<b>9. Tenderise and Marinate</b> <ul style="list-style-type: none"> <li>• Tenderise and marinate (how acids denature protein. Marinated add flavour and moisture when preparing vegetables, meat, fish and alternatives)</li> </ul>	<b>10. Dough</b> <ul style="list-style-type: none"> <li>• Making a dough (bread, pastry, pasta): Use technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta.</li> <li>• Shaping and finishing: Roll out pastry, use a pasta machine, line a flan ring, create layers (palmiers) proving and resting, glazing and finishing, such as pipe choux pastry, bread rolls, pasta, flat breads, pinwheels, pizza and calzone.</li> </ul>	<b>11. Raising Agents</b> <ul style="list-style-type: none"> <li>• Eggs as a Raising Agent: Create a gas-in-liquid foam, whisking egg whites, whisked sponge.</li> <li>• Chemical Raising Agents: The use of self-raising flour, baking powder, bicarbonate of soda.</li> <li>• Steam as a Raising Agent: Use of steam in a mixture (choux pastry, batter).</li> <li>• Biological Raising Agent: Use of yeast in bread making.</li> </ul>	<b>12. Setting Mixtures</b> <ul style="list-style-type: none"> <li>• Removal of Heat: Gelation: use a starch to set a mixture on chilling for layered desserts such as custard.</li> <li>• Use Protein: Set a mixture on heating such as denatured and/or coagulated protein in eggs.</li> </ul>