



The Year 9 Food Curriculum is designed to develop an understanding of how culture, special dietary requirements and personal lifestyle choices guide food choice. Students will understand the influences that may have shaped their own cultural heritage and develop an appreciation for cultural diversity through the preparation of a range of recipes from varying cuisines. By cooking a range of cultural recipes, students will embed the basic food preparation and cooking techniques learnt in year 7 and 8 plus further develop new practical skills and techniques, and creatively adapting recipes ; while simultaneously building their confidence and independence in preparation for independent living in the future.

<b>HALF TERM 1 and 4: Food and Identity</b>	<b>HALF TERM 2 and 5: Food and Identity</b>	<b>HALF TERM 3 and 6: Food and Identity</b>
<p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How other cultures have influenced the British diet.</li> <li>• The causes and impact of food poisoning and procedures to follow to prevent occurrences of food poisoning especially when handling raw meat.</li> <li>• Various special diets -and their dietary requirements; how to assess suitability of recipes for various special diets.</li> <li>• Apply and further develop cooking skills, confidence and competence in preparing Chinese and French</li> <li>• Demonstrates creativity in adapting recipes</li> <li>• To be reflective learners by reviewing their learning</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Formal written assessment on special diets, food safety and food and culture knowledge.</li> <li>• Self-assessment opportunities and informal verbal feedback.</li> </ul>	<p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• Continue to build on prior knowledge by applying and further develop cooking skills, confidence and competence in preparing Middle Eastern, Jamaican and Dutch recipes.</li> <li>• How religion forms part of cultural identity and impact on food choice.</li> <li>• Create/modify recipe that expresses students' own identity.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Self and peer assessment opportunities and informal verbal feedback.</li> <li>• Practical assessment of cooking own recipe using GCSE assessment criteria</li> </ul>	<p><b>STUDENTS MUST KNOW:</b></p> <ul style="list-style-type: none"> <li>• How to work collaboratively to research food cultures, orally present in response to assignment briefs.</li> <li>• Demonstrates creativity in adapting cultural recipes to meet specific dietary needs</li> <li>• Work collaboratively modify, prepare and cook multicultural dish suitable for a chosen special diet.</li> <li>• Continue to build on prior knowledge by applying and further develop cooking skills, confidence and competence in preparing Italian recipe and another cultural dish of choice.</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b></p> <ul style="list-style-type: none"> <li>• Assessment of students' research, public speaking skills through Food around the world project.</li> <li>• Self/Pair assessment opportunities and informal verbal feedback.</li> <li>• Practical assessment</li> </ul>

**Embedding this knowledge can be supported at home by:** encouraging students to visit [foodafactoflife.org.uk](http://foodafactoflife.org.uk) website to reinforce knowledge and understanding of special diets and researching dietary requirements for different stages of the life cycle. Also, supporting students with experimenting with ingredients from various world cuisines and using them to independently cook multicultural dishes that are eaten as part of family meals. .