

## Year 9 Food and Textiles

In Year 9 Food lessons, students complete a Street Food project. Students learn about health and safety routines, food provenance, food choices and develop their knowledge of food and nutrition. They then apply their knowledge to several Street Food based recipes. These recipes are adapted to consider food provenance and nutrition.

In Year 9 Textiles, students complete a sustainable Bucket Hat project. The focus of the project is sustainability. Students deepen their understanding of the impact that the Textiles industry has on the environment and what we can do to minimise that impact. They will then develop their practical construction skills by producing a Bucket Hat made from sustainable or upcycled materials.

### Methods of deepening and securing knowledge:

Retrieval practice	Retrieval practice is used regularly in Year 9 through starters, plenaries, quick quizzes, and independent learning activities.
Elaboration	Students are challenged on their knowledge of nutrition, healthy eating and balanced diets in Food. Students choose a client and tailor their work towards this client, requiring them to elaborate on nutritional needs of a particular client.
Concrete examples	Concrete examples are given through teacher demonstrations of preparing and making Food and Textiles products.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<p><b>Street Food Project</b></p> <ul style="list-style-type: none"> <li>- Retrieval of health and safety routines and develop understanding of safe practices in the food room.</li> <li>- Develop knowledge of nutrition, investigating macronutrients and micronutrients, their function and the body and effects of a</li> </ul>	<p><b>Street Food Project</b></p> <ul style="list-style-type: none"> <li>- Food Provenance: identifying where food comes from, how it is produced, sustainability and environmental issues around food.</li> <li>- Developing and introducing new practical cooking skills by producing dishes such as fajitas, meatballs and pasta and pancakes.</li> </ul>	<p><b>Street Food Project</b></p> <ul style="list-style-type: none"> <li>- Food Choice: Developing understanding of different people's food choices such as moral and ethical choices, religious and cultural choices and nutritional choices.</li> <li>- Developing and introducing new practical cooking skills by producing dishes such as</li> </ul>	<p><b>Bucket Hat Project</b></p> <ul style="list-style-type: none"> <li>- Retrieval of Health and Safety routines in the Textiles classroom.</li> <li>- Analysis of the design brief.</li> <li>- Creating a client</li> <li>- Investigate environmental issues in the Textiles industry and developing knowledge of the 6 Rs.</li> </ul>	<p><b>Bucket Hat Project</b></p> <ul style="list-style-type: none"> <li>- Retrieval of and introducing new practical skills. Students practice skills by producing sample of different techniques.</li> <li>- Design a sustainable bucket hat.</li> </ul>	<p><b>Bucket Hat Project</b></p> <ul style="list-style-type: none"> <li>- Make a sustainable bucket hat. Demonstrate use of technical and practical skills.</li> <li>- Evaluate the work completed. Reflect on how well the design fits the brief and how sustainable the final product is.</li> </ul>

	deficiency and excess.		risotto, pasties and bread making.			
Assessment	Quick quizzes throughout the project to assess understanding of each topic, end-of-topic test, ongoing formative assessment of practical skills during practical lessons.			Quick quizzes throughout the project to assess understanding of each topic, end-of-topic test, ongoing formative assessment of practical skills during practical lessons.		
CEIAG <i>(Careers that are linked to that topic)</i>	Nutritionist, Chef, Restaurateur, Food Scientist, Food Technologist, Food Safety Officer, Product Developer, Health Worker, Teacher, Food Stylist.			Textiles Designer, Interior Designer, Fashion Designer, Fashion Buyer, Fabric Technologist, Environmental Sector, Product Buyer.		

Independent learning:
Independent Learning tasks aim to improve knowledge of keywords, literacy, and extend knowledge of the subject area. Students will be required to independently investigate and analyse different topics - sometimes related to lessons, sometimes as retrieval and spaced learning tasks.