

Year 9, Food & Culture, Technology Department

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p>What prior learning does this build upon? (links to KS2 national curriculum)</p> <ul style="list-style-type: none"> <i>understand and apply the principles of a healthy and varied diet</i> <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> <i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i> <i>The SOL also builds on the last 2 years of learning, regularly addressing kitchen safety and concerns with nutritional health.</i> <p>What future learning does it underpin? Why is worth teaching this content?</p> <ul style="list-style-type: none"> <i>Food and Culture is designed to lead into the business and industry aspect of the KS4 Hospitality and Catering course. It is also an opportunity to introduce students to different cultures and religions through similarities and differences in their diets, giving students a chance to develop their discussion skills as well as their cultural knowledge.</i> <p>Why is it taught in this order? Sequencing?</p>	<p>What are the key knowledge and skills that will be taught through this unit?</p> <ul style="list-style-type: none"> <i>Theory: Ethics in the food industry. Religion and food choice. How do different cultures meet their nutritional requirements? Presentation and plating theory. Fusion cuisine and meal design. Traditional cuisines from around the world.</i> <i>Practical: preparing ingredients, using different utensils and appliances, knife skills, different cooking methods, following recipes, presentation, cooking and sampling world foods.</i> <p>How will those skills and this knowledge be applied here and in the future?</p> <ul style="list-style-type: none"> <i>The content covered in this SOL will help students access some of the topics covered in KS4 Hospitality and Catering. The main reason I wanted to include this topic into KS3 however is to give students a better understanding of ethics and different cultures through the medium of food as it is a fantastic opportunity to expand ones horizons and to address misconceptions students may have about other cultures.</i> 	<p>Key words and terminology that must be learned using the whole school strategy of etymology/ morphology/ using it in context</p> <ul style="list-style-type: none"> <i>Haram</i> <i>Halal</i> <i>Kosher</i> <i>Ital</i> <i>Ethics</i> <i>Inhumane</i> <i>Plant-Based Proteins</i> <i>Inclusivity</i> <i>Fusion Cuisine</i> <i>Clientèle</i>

- *This course builds upon the previous two years of learning, but the reason that this is covered last in KS3 is that it requires a level of sensitivity and maturity to discuss as we cover many religious and ethical positions on food. By Year 9 many students are starting to develop their own ethical opinions on food and are beginning to have more control over their own dietary choices. I've noticed there are many more vegetarian students in Year 9 than there are in Year 7 and 8 for example.*

How does this link to the secondary national curriculum?

- *understand and apply the principles of nutrition and health*
- *cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet*
- *become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]*
- *understand the source, seasonality and characteristics of a broad range of ingredients*

Many students do not come from an especially multicultural community so do not naturally pick up important information about other cultures which can lead to confusion further down the line when they are introduced to groups with different cultural identities.

Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
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How and where will students be stretched and challenged in this unit?

- Throughout the theory lessons, students are given opportunities to use their creativity and understanding to produce challenging pieces of work. This is achieved through Stretch and Challenge style questions for students who finish an activity early, larger pieces of work set across various mediums (menu design, performances, etc.) which allow students to put their learning into action. In the practical lessons, students will be constantly pushed into learning new skills and to experiment with their dishes. A particular focus is to improve students presentation and plating applying some concepts we learn in the classroom directly into the kitchen.

How is this scheme ambitious at all levels?

- *This SOL is designed to build upon foundational learning in Year 7 and 8 and to push students to produce dishes of restaurant quality. Our theory work draws in aspects from science, English, Maths and design, but especially Character and Culture, and allows students with differing skillsets to thrive. The course covers many subjects which might be new to students and aims to introduce them to many different world cultures through the medium of food.*

How is this content relevant to the wider world?

- The hospitality sector is a huge part of the UK economy employing over 3.2 million people and producing £130 billion in economic activity. It generates £39 billion in taxation for the UK Government and is the 3rd largest private sector employer representing around 10% of UK employment.
- The skills learnt here will help students cook for themselves at home and open the door for them to eventually work in the catering industry, which is a huge private sector employer of young people in the Broadland area.

How will this learning inform understanding about global/ social issues?

- The course is designed specially to inform students of both global and social issues. We cover many different international cuisines and different cultures approaches to food ethics and how they meet their nutritional requirements. We investigate different religions and how their associated diets compare to each other's and our own. We examine the importance of inclusivity in the food industry and how it can benefit establishments. We examine vegetarianism and veganism, and how different diets and aspects of the food industry affect the environment and wider society.

How does this learning relate to careers?

- This content has a direct link to careers in the hospitality and catering industry, which is the 3rd largest private sector employer. Catering jobs will be accessible from a young age and can take individuals down many walks of life, from working in the high-end restaurants and hotels, to working in the military or offshore.

What soft employability skills are developed through this unit?

- Communication and Teamwork (in the kitchen, especially during closedown)
- Adaptability and problem solving (dishes will not always turn out how students envisage- *if half the food is uncooked, but the rest is burning, what can we do to save it?*)
- Working under time pressure.
- Understanding cultural identities.

How does this learning enrich students' cultural capital?

- The content of this course greatly improves student's cultural capital. It grants them an understanding of different cultural and religious identities, differing ethical positions on food and diet, and the environmental and societal impact of the food industry. It encourages students to examine their own ethical positions and gives them a forum to discuss and develop their thoughts.

<p>What scholarly directed reading will be prescribed for HPAs?</p> <ul style="list-style-type: none"> <i>A series of articles and non-fiction texts examining food ethics, traditional diets and the links between religion and food.</i> <p>What further support may students require to access learning? (SEND/PP)</p> <ul style="list-style-type: none"> PP students have their ingredients provided for them for our practical lessons. PP and SEND students are given extra care and attention in the kitchen, with a focus on making sure they have a finished product they can take home, but also the opportunity to do every part of the preparation and cooking. In the theory lesson, students will receive the necessary level of support and guidance to allow them to access learning and to achieve well, in reference to their students profiles. 		
<p>Historical, Social, Moral, Spiritual, Cultural context:</p>	<p>Cross curricular links/ literacy/numeracy:</p>	<p>Common misconceptions:</p>
<p>What historical, social, or cultural context will be developed?</p> <ul style="list-style-type: none"> <i>We cover the most common religious and cultural identities in Britain/internationally through their diets. We look into ethical decisions in our diets and the impact of the food industry on the environment and society as a whole. We look at how different cultures around the world</i> 	<p>Does this unit relate to another cross curricular unit of study?</p> <ul style="list-style-type: none"> <i>This topic has very strong links with topics covered in Character and Culture: Celebrating Differences and Religions around the world in Yr7, Religion, Society and Personal Belief in Year 8, Ethical Decisions- Issues of right and wrong, good and bad in, and Essential Life Skills in Year 9.</i> 	<p>What are the common misconceptions within this scheme and how can they be addressed?</p> <ul style="list-style-type: none"> <i>There are many students with misconceptions about other cultures and religions, purely due to lack of exposure in their daily lives. These can be hugely varied, ranging from students believing world food is homogenous, to students having a very simplified impression of what other cultures eat. Through cooking</i>

overcome food supply issues and meet their nutritional requirements.

Are there opportunities to promote moral or spiritual development?

- *There is plenty of academic research suggesting that cooking in schools boost students' mental wellbeing (L. Franklin, 2020). It also provides student with a sense of pride in the foods they produce as cooking is a very transformative process where you can produce something wholly different than the sum of its parts (e.g. a cake doesn't resemble flour, egg and sugar). Cooking can also provide students with a new way in which they can be independent, helping them feel more mature.*
- *The content also covers many religious and ethical aspects of food. This should allow students to examine their own choices and how effects their food choices. I encourage students to develop their own positions and to be able to justify their own decisions.*

Are there opportunities to promote personal development?

- *Students are responsible for their utensils and equipment, keeping them clean and organised throughout the lesson. Students experience multiple levels of Maslow's Hierarchy of Needs in personal development through the course, with*

Opportunities to develop numeracy.

- *In dealing with weighing out ingredients and measuring, also there are some cases where students will need to scale up or scale down recipes. Numeracy is also used in the comparison of RDA's for different nutrients.*

Opportunities to promote reading aloud.

- *Each lesson includes opportunities to read aloud from a variation of sources.*

Opportunities for extended writing?

- *There is a piece of extended writing about their own ethical position on food, and the reasoning behind it, as well as the importance of ethics to the food industry.*

international foods, we show students that many of the ingredients and techniques used are very similar to our own.

their safety needs being met in a very literal way, their esteem needs by feeling proud of what they have produced, which they often do, their cognitive needs through being pushed in the theory lessons and their aesthetic needs in the continuing work on presentation and plating skills.

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Assessment timeline:

Food Technology is delivered as part of a carousel system within the Creative Industries Faculty, alongside Computer Science, Product Design, and Textiles. This structure allows each subject to be taught over a focused period of approximately nine weeks per academic year. Within this timeframe, students engage in a broad range of activities designed to develop both practical and theoretical understanding of Food Technology, ensuring they gain meaningful exposure despite the short delivery window.

Assessment in Food Technology is split equally between two key areas: subject knowledge and employability skills, each marked out of 50. Subject knowledge assessments evaluate students' understanding of food safety, ingredients, cultural importance of food, and the ability to apply this knowledge to problem-solving tasks. The employability assessment is bespoke to Food Technology and assesses a range of transferable skills such as creativity, teamwork, time management, and independent thinking—key attributes valued by employers within the creative industries.

All student achievements are logged by teaching staff on the KS3 subject tracking sheet to ensure consistent monitoring of progress across the faculty. In addition, individual achievement scores are recorded on the front of student books, providing a clear and accessible reference for students and parents. The Creative Industries Faculty prides itself on being forward-thinking, consistently integrating the latest technologies to enhance teaching and learning. This aligns with government guidance and supports students in developing digital literacy as part of their broader educational experience.

Subject Knowledge:

- Keywords
- Food Safety
- Food and Religion
- Food and Culture
- Catering Industry
- Dietary Needs



Employability Skills: Tomato and Basil Tart

Students independently prepare, cook, and present a tomato and basil tart as part of a high-level practical assessment. They are marked against five specific criteria: practical skills, health and safety, the final quality of their dish, plating and presentation, and their closedown and cleaning process.

This dish has been carefully selected as it includes a combination of advanced culinary techniques that align closely with the top band expectations at KS4. Key skills assessed include blind baking — essential for producing crisp, even pastry cases — chiffonade of fresh basil, which requires precision knife skills, and the preparation of a savoury set custard, which tests students' ability to control texture, seasoning, and timing.

The tomato and basil tart is a time-sensitive task that demands a high level of organisation and focus. Students must work efficiently and calmly under pressure to complete multiple complex steps within the allocated time. This assessment challenges students to demonstrate independence, attention to detail, and a strong understanding of sequencing and timing.

As well as being a rigorous and meaningful assessment, this task serves as an ideal introduction to the types of skills, expectations, and working practices required in the KS4 WJEC Hospitality and Catering course. It offers students a clear insight into the standards they will be working towards, while allowing them to showcase their progress and readiness for more advanced work. **Practical: 50 Marks**

Exam: 50 Marks



Home learning

Home learning in Food Technology is set in accordance with the subject’s home learning schedule, which is available through the Acle Academy website. These tasks are carefully designed to reinforce both the subject knowledge and employability skills assessment areas that are implemented into the classroom. By supporting the curriculum in this way, students can consolidate their understanding of key concepts and continue developing transferable skills such as problem-solving, creativity, and time management beyond the classroom setting.

To support independent learning, subject-specific YouTube playlists have been created and curated to align directly with classroom content. These playlists include a range of resources, such as instructional videos, practical demonstrations, and relevant theory-based content. Where appropriate, audio books or audio versions of set literacy texts are also included, allowing students to access content in a format that suits different learning styles. This approach encourages students to take ownership of their learning while making use of high-quality digital resources that complement and enhance their in-school experience.



Feedback

Feedback plays a vital role in the delivery of practical subjects within the carousel system, including Food Technology. Due to the hands-on nature of the curriculum, verbal feedback is an essential tool for effective teaching and learning. This ongoing, in-the-moment dialogue allows teachers to guide students through processes, correct errors as they occur, and reinforce good practice. Evidence of this approach can be seen in focused, purposeful classroom environments where students are actively engaged and responsive to teacher input.

To further support learning, structured strategies such as WWW (What Went Well) and WAGOLL (What A Good One Looks Like) are embedded within lessons. These strategies help students to reflect on their own work, recognise strengths, and understand expectations through high-quality exemplars. Peer and self-assessment opportunities are often built into practical tasks, enabling students to become more independent and reflective learners.

To complete the feedback loop, students review their Subject Knowledge assessments with reference to personalised feedback provided via their school email accounts. This process encourages students to identify and address any misconceptions, reinforcing personal responsibility and promoting continuous improvement. By reviewing assessment outcomes and targeted feedback, students can take clear, informed steps to improve their understanding and performance in future tasks.

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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Unit: