

Curriculum Summary Document

Year 9 – Food & Nutrition

Developing Technical Confidence and Understanding Food Science

| Module/Unit of Learning | Taught During | What will students learn? | How does this prepare students for transition into Key Stage 4? | Links to other Subjects |
|---|---------------|---|--|---|
| Nutrition, Digestion and Key Commodity Knowledge | Autumn Term | <p>Students strengthen safe routines and deepen their understanding of nutrition, digestion and energy balance. They explore how nutrients support health and how dietary needs vary across groups.</p> <p>Students also study key commodities such as eggs and poultry, linking provenance and sustainability to consumer choice.</p> <p>Practical dishes such as carrot cake and Thai chicken curry help refine accuracy, control and organisation.</p> | Students build the theoretical foundations needed for GCSE, developing the ability to explain and analyse dietary needs, provenance and ingredient functions using precise subject vocabulary. | <p>Oracy: developing precise spoken explanation</p> <p>Science: food chemistry and biological processes</p> <p>Geography: provenance and sustainability</p> |
| Food Science, Methods and Investigations | Spring Term | <p>Students develop secure knowledge of core food-science processes, including coagulation, gelatinisation and heat transfer.</p> <p>They apply this theory in practical dishes and structured investigations, learning how variables influence outcomes.</p> <p>Students record results clearly and begin to analyse differences in texture, flavour and appearance.</p> | Students strengthen the scientific habits required for GCSE, including predicting outcomes, interpreting results and applying food-science processes in practical and written tasks. | <p>Mathematics: ratios and measurement</p> <p>English: structured reasoning</p> <p>PSHE: informed consumer choices</p> |
| Technological Development, Consumer Issues and Independent Skills | Summer Term | <p>Students explore how technological developments, allergens, intolerances and consumer expectations influence food production and recipe design.</p> <p>They prepare dishes such as naan, chutney and meat fajitas with increasing independence, applying greater control over timing and presentation.</p> <p>Students also interpret food labels and certification schemes to make informed decisions.</p> | Students develop independence, decision-making and evaluative skills, supporting readiness for GCSE NEA tasks, scenario questions and structured written responses. | |