

Curriculum Map 2021 onwards

Year view Subject: Food and Nutrition				
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
FOOD 1	<p>PRACTICAL (inc. teacher demos)</p> <ul style="list-style-type: none"> • Fruit Fusion • Veggie Sticks 'n' Dips • Pasta Salad • Pizza Toast <p>THEORY</p> <ul style="list-style-type: none"> • Intro to Hygiene, Health & Safety • Weigh and Measure 	<ul style="list-style-type: none"> - become familiar with, and more confident, in the cooking area - learn the safe use of a knife and acquire basic knife skills - use basic kitchen equipment - use the oven, grill and hob safely - prepare a range of fresh ingredients - weigh and measure ingredients - carry out sensory tests to evaluate food products 	<p>Students complete <i>Pupil Progress Checklist</i> after every practical session</p> <p>Assessment 1 = <i>5-a-day and other Government campaigns</i>. Mark graded/recorded as I, P or S in line with the school reporting system.</p>	<p>9 weeks rotation with DT– 2 lessons per fortnight</p> <p>Year 7 "5-A-DAY" builds on prior KS2 learning and possible practical home cookery skills. Emphasis placed on the 5-a-day principle.</p>
FOOD 2	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Mini Fruit Cakes • Breakfast Muffins • Flapjacks • Savoury Rice • Cookies <p>THEORY</p> <ul style="list-style-type: none"> • Breakfast 	[as above]	<p>Students complete <i>Pupil Progress Checklist</i> after every practical session</p> <p>Assessment 2 = <i>Seasonality and Food Miles</i>. Mark graded/recorded as I, P or S in line with the school reporting system.</p> <p>END OF TERM TEST - marked as a %</p>	<p>9 weeks rotation with DT – 2 lessons per fortnight</p> <p>CITIZENSHIP/CROSS-CURRICULAR LINKS:-</p> <ul style="list-style-type: none"> • Pair/group work • Personal responsibility • Keeping myself and others healthy • Design decisions. • Science – healthy lifestyles and scientific principles • Art – photography • Mathematics – numeracy • English - literacy • ICT – research; using digital camera

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Year 8	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
FOOD 1	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Mini Plaited Loaf • Vegetable Supreme Pizza • Burgers • Fruit Crumble • Butter Making • Scones <p>THEORY</p> <ul style="list-style-type: none"> • Recap H&S • Government guidelines • Methods of cooking • Careers and option choices 	<ul style="list-style-type: none"> - use the grill, hob and oven – often simultaneously - weigh and measure ingredients accurately - combine and mix ingredients carefully - learn about the rubbing-in method - make a savoury tomato sauce - divide mixtures, cut and shape dough - prepare a range of fresh ingredients 	<p>Students complete <i>Pupil Progress Checklist</i> after every Practical session</p> <p>Assessment 1 = <i>Cooking Methods</i>. Mark graded/recorded as I, P or S in line with the school reporting system.</p> <p>Assessment 2 = <i>Macro and Micronutrients</i>. Mark graded/recorded as I, P or S in line with the school reporting system.</p>	<p>9 weeks rotation with DT – 3 lessons per fortnight – generally two practicals, one theory</p> <p>HEALTHY EATING builds on prior learning in Year 7 “5-A-DAY”. The recipes are designed so that students acquire more advanced preparation techniques and will learn how to design and make composite meals.</p> <p>There is a greater emphasis placed on FOOD SCIENCE - applying understanding of physical and chemical properties of food.</p>
FOOD 2	<p>PRACTICAL</p> <ul style="list-style-type: none"> • Tomato Ragu Sauce • Economic Family Meals, inc: Pasta Bake; Macaroni Cheese; Fajitas; Curry; Bolognese Sauce; Chilli <p>THEORY</p> <ul style="list-style-type: none"> • FaFoL quizzes • Plan curry • Plan chilli – ICT nutrition program • Plant-based diets 	<ul style="list-style-type: none"> - prepare equipment for cooking - handle raw meat safely (high risk foods) - develop a greater awareness of time planning - consider the nutritional aspects, values, sources and functions of foods. 	<p>Students complete <i>Pupil Progress Checklist</i> after every practical session</p> <p>Assessment 1 = Food Storage. Mark graded/recorded as I, P or S in line with the school reporting system.</p> <p>END OF TERM TEST - marked as a %</p>	<p>9 weeks rotation with DT– 3 lessons per fortnight – generally two practicals, one theory</p> <p>CITIZENSHIP LINKS: Self –assessment/pair/group and teamwork; personal responsibility; keeping myself and others healthy</p> <p>CROSS-CURRICULAR LINKS: Design decisions; PE – healthy lifestyles; Science - scientific principles; Mathematics – numeracy; English – literacy; ICT – research and meal planning; using digital camera</p> <p>CAREERS: inter-house cookery competition; Future Chef; Rotary Young Chef; Teflon Diamond</p> <p>SMCS: Animal Aid/Veganism; Entomophagy: with links to religious studies with food beliefs and choices, with links to history on changes to eating patterns and food availability</p>

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Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	INTRO to GCSE F, P & N FRUIT & VEG HEALTH, HYGIENE AND SAFETY	<u>Food safety:</u> Micro-organisms: yeasts, moulds, bacteria and their growth conditions/enzymes in food spoilage/enzymic browning/control the different types of food poisoning bacteria/symptoms of food poisoning <u>General practical skills/knife skills:</u> bridge hold, claw grip, peel, slice, dice and cut into even size pieces (i.e. batons, julienne)/preparing fruit and vegetables/use of cooker/cooking and equipment	End-of-term Theory test = Health, Hygiene and Safety	KNOWLEDGE ORGANISER = Health, Hygiene and Safety
Autumn Term 2	FRUIT & VEG GOVERNMENT GUIDELINES ICT – “Explore Food” or “Nutrition Program” CHRISTMAS BAKING	General practical skills/knife skills/preparing fruit and vegetables/use of cooker/cooking and equipment; Seasonality; Primary and secondary processing Recommend guidelines for a healthy diet; identify how nutritional needs change due to age, lifestyle choices and state of health; plan a balanced diet; sound awareness of other common dietary issues including coronary heart disease (CHD), cholesterol and liver disease. Calculate the energy and main macronutrients and micronutrients; use nutritional information/data to determine why, when and how to make changes	End-of-term Theory test = Fruit and Vegetables	KNOWLEDGE ORGANISER = FRUIT & VEG
Spring Term 1	F.S.I. – THEORY AND PRACTICAL	Food Science: Why food is cooked and how heat is transferred to food, be able to explain:- caramelisation/dextrinization/gelatinisation gluten formation/denaturation/coagulation/foam formation/plasticity/shortening/aeration/creaming/emulsification/chemical/biological/mechanical raising agents	End-of-term Theory test = Theory on FSI Key terms and Principles End-of-term Practical test = Swiss Roll	KNOWLEDGE ORGANISER = The Science of Food Links to science with food chemistry and properties, microbiology and nutrition, and food technology and future food
Spring Term 2	CEREALS	use the technical skills of shortening, gluten formation, fermentation (proving) for bread, pastry, pasta General practical skills/knife skills/preparing doughs/use of cooker/cooking and equipment/raising agents	End-of-term Theory test = Carbohydrates End-of-term Practical test = Focaccia	KNOWLEDGE ORGANISER = Cereals

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Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Summer Term 1	CEREALS	Select appropriate preparation, cooking and serving techniques when producing dishes; work safely: follow correct personal and food safety and hygiene practices and procedures; work independently	End-of-term Theory test = Cereals End-of-term Practical test = n/a	KNOWLEDGE ORGANISER = Social, Moral and Environmental Issues
Summer Term 2	MEAT ALTERNATIVE PROTEINS VEGETARIANS AND VEGANS DIETARY NEEDS OF INDIVIDUALS -1 SUSTAINABILITY AND FOOD SECURITY	Fillet a chicken breast, portion a chicken, remove fat and rind, fillet fish (next term), slice raw and cooked meat and fish (next term), or alternatives (such as tofu and halloumi) evenly and accurately Explain how each environmental issue may influence food choice, including: seasonal foods/ sustainable methods of farming / transportation of food and food miles / organic food / local produce / packaging / carbon footprint / food wastage How ingredients are grown, reared and caught, including: free range/ genetically modified; Explain food security Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health; understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices	End-of-term Theory test Social, Moral and Environmental Issues End-of-term Practical test = end of year exam	KNOWLEDGE ORGANISER = Alternative Proteins With links into humanities subjects with topics such as sustainability and provenance, or global food culture

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Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	FOOD SAFETY AND BACTERIA; FISH; LBV/HBV PROTEINS	Theoretical and practical knowledge and understanding of sound microbiological food safety principles when buying, storing, preparing and cooking food. Micro-organisms: yeasts, moulds, bacteria and their growth conditions	End-of-term Theory test = Meat and Fish End-of-term Practical test = n/a	KNOWLEDGE ORGANISER = Meat and Fish
Autumn Term 2	GAME; EGGS; MACRO AND MICRONUTRIENTS	The definition of macronutrients and micronutrients in relation to human nutrition; the role of macronutrients and micronutrients in human nutrition	End-of-term Theory test = Eggs End-of-term Practical test = Lemon Meringue Pie	KNOWLEDGE ORGANISER = Principles of Nutrition Game Stars competition or Tunnocks Teacake Competition
Spring Term 1	DAIRY SAUCES: Make a blended white sauce (starch gelatinisation) - roux and all-in-one blended sauce, infused sauce, velouté, bechamel	Understanding of how liquid/starch ratios affect the viscosity and how conduction and convection work to cook the sauce and the need for agitation; how evaporation concentrates flavour and changes the viscosity of the sauce; use starch to set a mixture on chilling for layered desserts such as custard or cheesecake	End-of-term Theory test = Dairy End-of-term Practical test = Making mozzarella	KNOWLEDGE ORGANISER = Dairy
Spring Term 2	CAKE MAKING METHODS; RAISING AGENTS; F.S.I. - fats and flour in cakes; dextrinisation	Use egg (colloid foam) as a raising agent - create a gas-in air foam - whisking egg whites, whisked sponge; use chemical raising agents - self raising flour, baking powder, bicarbonate of soda	End-of-term Theory test = raising agents End-of-term Practical test = Victoria Sponge	KNOWLEDGE ORGANISER = Factors affecting Food Choice
Summer Term 1	FATS, OILS AND SUGARS: Emulsifier. Making mayo TYPES OF PASTRY; F.S.I. - Practical and Theory:-fats and flour in pastry	Make an emulsion sauce - salad dressing, mayonnaise, or hollandaise to demonstrate the technical skill of how to make a stabilised emulsion Use steam in a mixture (choux pastry, batter)	End-of-term Theory test = fats, oils and sugars	KNOWLEDGE ORGANISER = Fats, Oils and Sugars
Summer Term 2	PRESERVATIVES: Jam and pickle making; SMART FOODS; METHODS OF COOKING; F.S.I. THEORY AND CINDER TOFFEE PRACTICAL	Why food is cooked-including digestion, taste, texture, appearance and to avoid food contamination; how heat is transferred to food through conduction, convection and radiation; selection of appropriate cooking methods; Presentation and food styling	End-of-term Theory test = Mock GCSE Exam End-of-term Practical test = Bakewell Tart; Custard; or Manchester Tart	KNOWLEDGE ORGANISER = Cooking and Food Preparation Summer Holiday work – online Allergen Training

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Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Practicals – high level skills (NEA 2) Theory – Food Science (NEA 1)	-Analyse the task -Practical experiments and investigations -Analyse and interpret results of the investigative work -Evaluate hypothesis with justification A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.	Non-Assessed Examination 1 Non-examination assessment 1: internally assessed, externally moderated. The Food Investigation Assessment - 15% of final qualification	HOMEWORKS – exam-style long questions
Autumn Term 2	NEA 2	-Researching the task -Demonstrating technical skills -Planning for the final menu	NEA 2 - section A	HOMEWORKS – exam-style long questions
Spring Term 1	NEA 2	NEA 2 - section B -Making 3 dishes in 3 hours	Mock Exams	HOMEWORKS – Revision
Spring Term 2	NEA 2 Revision	NEA 2 - section C -Analysis and evaluation Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.	Non-examination assessment 2: internally assessed, externally moderated. The Food Preparation Assessment -35% of final qualification.	HOMEWORKS – Revision
Summer Term 1	revision	All skills revisited in preparation for the written exam (see below)		
Summer Term 2	END OF YEAR EXAM	This component consists of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition	Written Examination: Principles of Food Preparation and Nutrition - 1 hour 45 minutes - 50% of qualification	n/a