

Curriculum Map 2022 onwards

| Year view Subject: Food and Nutrition | | For further information, please see the KS3 Curriculum Booklet | | |
|---------------------------------------|---|--|---|---|
| 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 - 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 = <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 = Fruit and Vegetables End of term practical test: Pineapple upside down cake | KNOWLEDGE ORGANISER = Fruit and Vegetables Weekly homework to complete knowledge organiser. |
| 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 = Macro and Micro Nutrients End of term practical test: Chutney | KNOWLEDGE ORGANISER = Macro and Micro Nutrients |
| 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 = The Science of Food. End-of-term Practical test = Chocolate Roulade | 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-Breads and enriched doughs. | 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 = Cereals End-of-term Practical test = Focaccia | KNOWLEDGE ORGANISER = Cereals. Summer holiday work: online allergen training with Foods Standards Agency, UK |

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| Summer Term 1 | <p>CEREALS: Rice, pasta and other carbohydrates.</p> <p>ALTERNATIVE PROTEINS</p> <p>SUSTAINABILITY AND FOOD SECURITY</p> | <p>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 (specifically alternative proteins)</p> <p>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</p> <p>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</p> | <p>End-of-term Theory test = Social, moral and environmental issues.</p> <p>End-of-term Practical test = Ravioli</p> | <p>KNOWLEDGE ORGANISER = Social, Moral and Environmental Issues</p> <p>With links into humanities subjects with topics such as sustainability and provenance, or global food culture</p> |
| Summer Term 2 | <p>MEAT</p> <p>VEGETARIANS AND VEGANS</p> <p>DIETARY NEEDS OF INDIVIDUALS -1</p> | <p>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</p> | <p>End-of-term Theory test: Meats and alternative proteins.</p> <p>End-of-term Practical test = Vegetarian family meal.</p> | <p>KNOWLEDGE ORGANISER = Alternative Proteins</p> |

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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 = Two international cuisine dishes | 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. End of term practical test: Danish pastries | 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 NEA 1 End-of-term Practical test = dish showcasing at least one high level skill. | KNOWLEDGE ORGANISER = Cooking and Food Preparation Summer Holiday work – online Open Uni course on science, nutrition and healthy eating |

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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 | WEEKLY HOMEWORKS – Revision booklet questions |
| Spring Term 1 | NEA 2 | NEA 2 - section B -Making 3 dishes in 3 hours | Mock Exams | WEEKLY HOMEWORKS – Revision booklet questions |
| 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. | WEEKLY HOMEWORKS – Revision booklet questions |
| Summer Term 1 | revision | All Assessment Objectives 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 (usually a photo). 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 |