

Summary Curriculum Map

Subject: Food

Subject leader / Head of Faculty: Mrs Hammond

Year 7	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p> <p>Pupils work on a carousel in Food, they will be in Food for 12/13 weeks.</p>	<p>Theory content:</p> <ul style="list-style-type: none"> • Introduction to nutrition. • Health and safety when buying, storing, preparing, cooking and serving food. • Introduction to eat well guide. • Where ingredients come from? Grown, gathered, reared and caught. • Seasonality. • Reading a food label – compare shop bought to homemade. • Weighing and measuring. • Using electric equipment – electric whisk and food processor. <p>Practical content:</p> <ul style="list-style-type: none"> • Veggie wrap – introduction to bridge, claw, peeling, grating and slicing. • Healthy pizza – introduction to the use of the oven and develop bridge, claw, peeling, grating and slicing. • Stir fry – Develop skill and confidence in using the hob and linked to the eat well guide. • Savoury mince – Chilli or bolognese – introduction to how to use the hob and develop bridge, claw and slicing. • Potato and mushroom curry – develop peeling and basic food preparation skills and use of a paste. • Seasonal tart – introduction to rolling out and develop basic food preparation skills. • Marble pear tray bake – introduction to weighing and using electric whisk. • Goujons – Introduction to the use of a food processor and develop skill and confidence in using the oven. 		
<p>Formal Assessments</p>	<p>Ingredients in savoury mince.</p> <p>Practical tasks.</p>	<p>Pupils work on a carousel in Food, they will be in Food for 12/13 weeks.</p>	<p>Pupils work on a carousel in Food, they will be in Food for 12/13 weeks.</p>
<p>Homework expectations (frequency, time commitment)</p>	<p>Spellings and groups of main nutrients. 4C quiz. Labelling.</p> <p>Practical recipes set (see above)</p> <p>All tasks are on show my homework at least a week in advance of the deadline.</p>		

Year 8	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p> <p>Pupils work on a carousel in Food, they will be in Food for 12/13 weeks.</p>	<p>Theory content:</p> <ul style="list-style-type: none"> • Nutrition recap • Food choices related to religion and culture. • Energy – function, sources, deficiency and excess. • Energy density and reading food labels. • NEA 1 assessment – how to thickening a sauce. • Gelatinisation. • Food choices – food intolerances and allergies. <p>Practical content:</p> <ul style="list-style-type: none"> • Fruit crumble – introduction to rubbing in, bridge, claw and peeling (depending on fruit filling choice) • Kofta’s with mint dip (depending on ability of group) – portion control and shaping. • Thai green curry or sweet potato curry – use of a paste and developing basic practical skills. • Tortilla tart – developing preparation skills and independence following a recipe. • NEA1 thickening a sauce (linked to GCSE work) • Sweet and sour or cheese sauce for macaroni or cauliflower (linked to thickening a sauce) • Rock cakes – develop rubbing in, making a soft dough, portion control and flavour combinations. • Savoury scones – developing rubbing in, making a soft dough, use of cutters and finish. <p>Scone base pizza.</p>		
Formal Assessments	<p>NEA 1 investigations into thickening.</p> <p>Practical tasks.</p>	Pupils work on a carousel in Food, they will be in Food for 12/13 weeks.	Pupils work on a carousel in Food, they will be in Food for 12/13 weeks.
Homework expectations (frequency, time commitment)	<p>Crumble combination, Energy spellings (quiz on show my homework.) Preparation for NEA 1 task.</p> <p>Practical recipes set (see above)</p> <p>All tasks are on show my homework at least a week in advance of the deadline.</p>		

Year 9	Autumn term	Spring term	Summer term
Key content; Main learning objectives, Knowledge, Skills, Understanding,	Theory content: <ul style="list-style-type: none"> • Traditional cuisine and definition of cuisine. • Features and characteristics of cuisines from Britain and other countries (ingredients, equipment and cooking methods, eating patterns and presentation styles.) • Hygiene and safety. • NEA1 assessment –Hypothesis, research, plan, investigate and evaluate the best flavours/flours in a flatbread, (cost) associated with different countries. • Where and how ingredients are grown, gathered, reared and caught. • Genetically modified foods – what is it, examples, advantages and disadvantages. • Transportation of food and food miles. • Buying locally produced food. • Carbon footprint. • Food waste. • Sustainability of food. Practical content: <ul style="list-style-type: none"> • Pasties or cheese triangles (make or bring in standard component – depending on ability of group. • Cobbler. • Eccles cakes • Risotto or Gnocchi dish • NEA 1 assessment – flavours/flours/cooking methods (depending on group) in flat bread • Flat breads with lamb koftas – introduction to making own flatbread. • Chicken Biryani • Fish cakes • Fajitas/Enchiladas Swiss roll (pending time)		
Formal Assessments	NEA 1 investigations into flavouring flours and cooking methods (depending on group.)		
Homework expectations (frequency, time commitment)	Preparation for NEA 1 task. Practical recipes set (see above) All tasks are on show my homework at least a week in advance of the deadline.		

Year 10	Autumn term	Spring term	Summer term
<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<ul style="list-style-type: none"> • Vitamins and Minerals. • Making informed food choices. • Water soluble vitamins. Refer to chapter 1 – pg 24-27 • Practical – soup and bread or free choice linked to vitamins. • Minerals. Refer to pg. 30-35 • Practical – Haddock and spinach cheese melts and free choice. • Life stages – what happens, which nutrients are important, what to encourage and discourage each life stage. • Reasons why we cook food, different methods of transferring heat to food, methods of cooking and how cooking methods affect the appeal, sensory qualities, palatability and nutritional value of foods. • Making informed food choices. Refer to pg. 45-57 • Making informed food choices. Refer to pg. 45-57. • Practical – Fish cakes and Jambalaya. • Special diets. Refer to pg. 45-57. • Practical – free choice linked to a chosen special diet. • Cooking of food and heat transfer. Refer to pg. 78 – 104. • Practical's include choux pastry or Chelsea buns, Swiss roll and palmiers 	<ul style="list-style-type: none"> • Micro-organisms and enzymes. • Signs of food spoilage. • Micro-organisms in food production. • Bacterial contamination. • Food spoilage and contamination. Refer to pg. 158-184. • Practicals – Korma/Tikka served with Nan or flat breads. • Buying and storing food. Refer to pg. 185-192. • Practical – plan a British meal using two locally produced sourced ingredients. • Healthy eating and physical activity level. • Lifestyle, income, time available to prepare and cook food. • Cost of food. • Time of day and eating habits. • Availability of food and seasonality. • Enjoyment, celebrations, preferences, occasion and social aspects of food. • Religion and culture. • Ethics and moral beliefs. • Food intolerances and allergies. • Food labelling and marketing. • Traditional cuisines. • Chapter 7 – Factors affecting food choice. Refer to pg. 202 -236. • Practical – free choice linked to a specific religion or allergy. 	<ul style="list-style-type: none"> • Traditional cuisines. • How senses influence food choice. • How we taste food. • Sensory testing methods. • How to set up a food tasting panel. • Where and how ingredients are grown, gathered, reared and caught. • Genetically modified food. • Seasonal foods. • Chapter 8 – British and international cuisines. Refer to pg. 237-246 • Practical – free choice making two dishes from country of your choice. • Chapter 9 – Sensory evaluation. Refer to pg. 247-254 • Chapter 10 – Environmental impact and sustainability. Refer to pg. 255 - 273 • Practical – Free choice linked to organic or seasonal savoury/sweets products. • Environmental issues associated with food. • Transportation of food and food miles. • Buying locally produced food • Carbon footprint of food. • Food waste • Sustainability of food. • Primary and secondary food processing and production. • Technological developments – modifications, fortification, use of additives • Chapter 10 – Environmental impact and

		<ul style="list-style-type: none"> Chapter 8 – British and international cuisines. . Refer to pg. 237-246 	sustainability. <ul style="list-style-type: none"> Practical – Free choice linked to local food Chapter 11 – Food production. Refer to pg. 274-288.
Formal Assessments	NEA 1 – enzymic browning. Vitamins, minerals and enzymic browning test.	Planning and practical of British cuisine. Test on factors affecting food choice.	End of year exam. Mock NEA 2.
Homework expectations (frequency, time commitment)	Minerals worksheet. Preparation for NEA 1. Revision for test. Practical recipes set. All tasks are on show my homework at least a week in advance of the deadline.	Writing time plans. Activities/tasks linked to chapters covered to deepen learning and check understanding. Practical recipes set. All tasks are on show my homework at least a week in advance of the deadline.	Activities/tasks linked to chapters covered to deepen learning and check understanding. Preparation for end of year exam. Practical recipes set. All tasks are on show my homework at least a week in advance of the deadline.

Summary Curriculum Map

Subject: Food

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Year 11	Autumn term	Spring term	Summer term
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<p>Key content; Main learning objectives, Knowledge, Skills, Understanding,</p>	<ul style="list-style-type: none"> • Non Exam Assessment – NEA 1 = 15% • Food investigation task – Set by AQA. • Refer to pg292-304 • Student NEA 1 Handbook <ul style="list-style-type: none"> • Non Exam Assessment – NEA 2 = 35% • Text book on line – refer to link on show my homework. • Food preparation task – Set by AQA • Refer to pg. 305 – 324 • Introduction to task and analysis. • Research, analysis, thought shower and plan technical ideas. • Technical idea practical's – aim to make 4 in total (2 products each practical) • Evaluations and time plan. • Student NEA 2 Handbook 	<ul style="list-style-type: none"> • Non Exam Assessment – NEA 2 = 35% (First 3 weeks only.) • 3 hour practical assessment. Evaluation, analysis and nutritional analysis. • Food preparation task – Set by AQA Refer to pg. 305 – 324 Student NEA 2 Handbook <p>Year 11 Mock exams</p> <p>Theory preparation for the exam.</p> <ul style="list-style-type: none"> • 3 hour practical assessment. Evaluation, analysis and nutritional analysis. Student NEA 2 Handbook <p>Theory preparation for the exam</p> <ul style="list-style-type: none"> • Chapter 7 – Factors affecting food choice. • Chapter 8 – British and international cuisines. • Chapter 9 – Sensory evaluation. 	<ul style="list-style-type: none"> • Theory preparation for the exam. • Chapter 10 – Environmental impact and sustainability. • Exam practise questions.
<p>Formal Assessments</p>	<p>NEA 1 – Released by examination board on 1st September.</p>	<p>NEA 2 – Released by examination board on 1st November.</p> <p>Mock examination.</p>	<p>Final examination.</p>
<p>Homework expectations (frequency, time commitment)</p>	<p>Research for NEA 1.</p> <p>Preparation for mock examination.</p>	<p>Research and timeplan for NEA 2.</p> <p>Activities/tasks linked to chapters covered to deepen learning and check understanding.</p> <p>Preparation for final exam.</p>	<p>Activities/tasks linked to chapters covered to deepen learning and check understanding.</p> <p>Preparation for final exam.</p>