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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Food Preparation and Nutrition Year 7 |



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|  | Approx 39 lessons | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1/2** | **Spring Term 2/1** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/**  **Topic** | | **Theme: Introduction to Food Preparation and Nutrition**  **Topic: Hygiene and Safety** | **Theme: Introduction to Food Preparation and Nutrition**  **Topic: Hygiene and Safety** | **Theme: Nutrition**  **Topic: Food for good health** | **Theme: Food Packaging and labelling**  **Topic: Labelling Content** | **Theme: Food Groups**  **Topic: Cereals** | **Theme: Food Groups**  **Topic: Dairy** |
| **Clarity around Sequencing** | **Key Concepts** | | * Understand the importance of good food hygiene and personal hygiene. * Understand the conditions needed for bacterial growth. * To be able to identify the 4C's of good food hygiene and explain how we can meet each point. * To be able to correctly identify key pieces of equipment and their use. * Understand how to analyse an existing product. * To begin to understand classroom routines in a practical lesson to work safely and efficiently. * To be able to use criteria to support the completion of a successful creative design task. * Understand how to use knives safely. * To be able to reflect and respond to feedback. | * To be able to identify hazards in the food room and understand how to avoid causing them. * Be able to operate and safely use large pieces of equipment (oven/grill) * Understand the different units of measurement and how to weigh and measure accurately. * Understand how to perform key processes like the rubbing in method and the creaming method effectively. * To be able to work safely and accurately to produce high-quality products. * Have a solid understand of classroom routines linked to practical - washing up effectively and being a team player. * Understand the 8 tips for healthy eating. * Understand how to respond effectively to teacher feedback | * Develop an understanding of the Eatwell Guide. * Become more aware of the importance of a healthy diet and the impact a poor diet can have. * Develop an understanding of each of the five main nutrients and their function and source. * Understand how to respond to feedback * Demonstrate safe use of the hob and oven. * Begin to understand safe food preparation and storage - linking back to 4 C's. Key food temperatures. * Be able to prepare and cook raw meat safely to produce a quality finished product. | * To understand what should be on a food package by law. * To become aware of traffic light labels and what they show. * To become aware of how some of the legal requirements are displayed on packaging eg allergens in bold. * To be able to interpret basic information from a food label – eg portion size, calories etc. * To learn about the different types of eggs. * To understand the differences between the production methods – barn, caged and free-range. * To learn about the ‘Red Lion’ symbol and what it represents. | * To gain an understanding of what affects our food choice. * To begin to understand the requirements of food packaging and associated laws. * To understand how establishments are awarded food hygiene ratings and the influence they can have on custom. * Be able to name different cereal grains and explain why they are needed in our diet. * To identify the different parts of a wheat grain and the properties linked to them. * To be more independent and efficient in practical lessons to be produce high quality work. | * Understand what dairy foods are and where they come from. * Understand the nutritional value of dairy foods and how it links to the Eatwell Guide. * Understand the key processes and linked terminology associated with dairy production. * Understand stages involved to make an identical batch of a product (scones). * Understand the processes involved to make cheese and identify regional varieties. |
|  | **Main links across curriculum** | | * Accurate weighing and measuring. * Food safety throughout. | * Accurate weighing and measuring. * Identifying Hazards throughout all practical tasks and using equipment. | * Accurate weighing and measuring. | * Accurate weighing and measuring. * Literacy based QMA using an article with quotes. | * Factors affecting food choice- religious diets. * Food packaging and its links to labels (Spring Term 2) | * Where Dairy sits within the Eatwell Guide (Term 1) |
|  | **Cross – curricular / Authentic Links** | | * **English** – Use of Spag. * **Science** – Safety using specific equipment. * **Dance** – Timing and special awareness. | * **English** – Use of Spag. * **Tech** – To be able to identify hazards. * Recall units of measurements. * **Maths** - Addition and Subtraction – Mental methods. * Convert metric units. | * **English** – Use of Spag. | * **English** – Use of Spag. * **Science** – Comparing energy values of different foods from labels (kj). * **English** – How to integrate quotations within sentences. | * **English** – Use of Spag. * **Science** – Cells as the fundamental unit of living organisms. * **RS** – Comparative unit looking at different aspects of religion. | * **English** – Use of Spag. |
| **Vocabulary / Literacy** | **Literacy** | **Wider Reading** | * Newspaper article/leaflet linked to kitchen safety | * Research the 8 tips of healthy eating. | * What are the 5 main nutrients? Why do we need them and what do they do? * Research different vitamins and minerals. * Wider reading in preparation for Nutrient QMA. | * Comprehension article about food packaging in preparation for QMA. | * Research and preparation for QMA on Hygiene ratings. | * Research into local cheese varieties and their origins. |
| **Ext. Writing** | * Analyse and existing product. * Sandwich practical evaluation. | * Response to feedback. * Fruit Crumble Evaluation. | * QMA Nutrients information poster. * Food Poisoning report. | * QMA | * Year 7 Exam week - extended questions. * QMA Task. | * Processes linked to cheese production. |
| **Keywords** | Hygiene, safety, bacteria, temperature, cross contamination, design criteria, research, self and peer assessment, equipment, evaluation and reflection. | Weighing and measuring and units of measurement - grams, ounces, millilitres etc.  Hazards, pre-heating, temperature, safety, rubbing in method, creaming method, sensory analysis. | Nutrients - macro/micro.  Eatwell Guide - carbohydrates, fat, protein, vitamins and minerals.  Nutrition, health, deficiency, balance, water, fibre, storage, temperatures, danger zone, cross contamination. | Egg manufacture – free-range, barn, caged, red lion symbol.  Food labelling – allergens, traffic lights, nutritional information, calories, energy. | Food choice, food packaging, traffic light labelling, legal requirements, cereals - rice, barley, wheat etc, food packaging, advertising, health impact (obesity etc) | Dairy, homogenisation, pasteurisation, nutritional value, rubbing in method, accuracy, batch production, regional foods, curds and whey, rennet. |
| **Memory & Cognition** | **Retrieval Practice** | **Start** | * Baseline test to gauge existing knowledge | * Walkabout bingo | * Recall from last project | * Brain dump | See Spring Term 1/2 | * Walkabout bingo |
| **On going** | * Open questions in lessons * Low stakes quizzes | * Open questions in lessons * Low stakes quizzes | * Low stakes quizzing on SMHK. * Flash Cards to revise for QMA. * Cops and robbers | * Low stakes quizzing * Challenge/retreival grid to revise for QMA. | See Spring Term 1/2 | * Low stakes quizzing * Revision wheel |
| **End** | * QMA Design Task | 8 tips key piece | QMA information task linked to research and lesson content – Eatwell guide/nutrients poster. | QMA test linked | QMA linked to extended writing article. | * End of year SMHW test |
| **Assessment** | **Summative**  **Assessment** | | Baseline Assessment  QMA Design Task - Sandwich | Assessed Practical - Traybake. | Eatwell Guide Information | Nutrients Poster – linked research  Lamb Koftas – assessed piece. | Comprehension QMA – Food labelling. | End of year test - SMHK  Assessed practical – Pasta Bake |
| **Possible misconceptions** | | - Material names, classroom routines.  - | - Weighing and measuring units.  - Use of sensory descriptive words. | - What makes up a healthy diet. | -What labels tell us.  - Where eggs come from. | - Where our food products come from- sources. | - Where our food products come from- sources. |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | * Understand how to analyse an existing product. – Sense of the modern world * To begin to understand classroom routines in a practical lesson to work safely and efficiently. – Sense of responsibility and respect * Understand the conditions needed for bacterial growth. * To be able to identify the 4C's of good food hygiene and explain how we can meet each point. - Sense of health and wellbeing * Understand how to use knives safely. * To begin to understand classroom routines in a practical lesson to work safely and efficiently. * To be able to correctly identify key pieces of equipment and their use. – sense of safety and risk awareness * Practical Tasks – Sense of Resilience   Sense of Safety and Risk Awareness | * Have a solid understanding of classroom routines linked to practical - washing up effectively and being a team player. - Sense of responsibility and respect * To be able to identify hazards in the food room and understand how to avoid causing them. * Be able to operate and safely use large pieces of equipment (oven/grill) - sense of safety and risk awareness * Understand the 8 tips for healthy eating. – Sense of health and wellbeing * Practical Tasks – Sense of Resilience   Sense of Safety and Risk Awareness | * Develop an understanding of the Eatwell Guide. - Sense of health and wellbeing * Demonstrate safe use of the hob and oven. - sense of safety and risk awareness * Begin to understand safe food preparation and storage - linking back to 4 C's. Key food temperatures. - Sense of health and wellbeing * Be able to prepare and cook raw meat safely to produce a quality finished product - sense of safety and risk awareness * Practical Tasks – Sense of Resilience   Sense of Safety and Risk Awareness | * To understand what should be on a food package by law. – Sense of the modern world * To understand the differences between the production methods – barn, caged and free-range. - Sense of the modern world * To understand what should be on a food package by law. * To become aware of traffic light labels and what they show.   To be able to interpret basic information from a food label – eg portion size, calories etc. - Sense of health and wellbeing   * Practical Tasks – Sense of Resilience   Sense of Safety and Risk Awareness | * To gain an understanding of what affects our food choice. – Sense of the modern world * To understand how establishments are awarded food hygiene ratings and the influence they can have on custom.- sense of safety and risk awareness * To be more independent and efficient in practical lessons to produce high quality work- Sense of responsibility and respect   Sense of aspiration.   * Practical Tasks – Sense of Resilience   Sense of Safety and Risk Awareness | * Understand the nutritional value of dairy foods and how it links to the Eatwell Guide.-Sense of health and wellbeing * Understand what dairy foods are and where they come from- Sense of the modern world * Practical Tasks – Sense of Resilience   Sense of Safety and Risk Awareness |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Food Preparation and Nutrition Year 8 |

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|  | Approx 39 lessons | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1/2** | **Spring Term 2/1** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Theme: The 5 Nutrients** | **Theme: The 5 Nutrients** | **Theme: Dietary Goals and Seasonality** | **Theme: Dietary Goals and Seasonality.**  **Careers-Kitchen Brigade** | **Theme: Sustainability, Fair trade and Food Miles** | **Theme: Sensory Analysis and sustainable farming** |
| **Clarity around Sequencing** | **Key Concepts** | | * To establish key ground rules in the classroom. * To be able to identify equipment from your unit * To revise the sequence for washing up * To recap on nutrition * To understand why nutrition is important in the diet * To understand the function of protein in the diet * To learn how to make stir fry * Understand what high and low biological proteins are. * Understand how to respond to feedback * To understand how to define energy and discuss why it is needed. * Discuss sources of energy in our diet. | * Understand how to make paella * Understand what the sources of carbohydrates in our diet and why we need them. * Understand how to make carrots cakes. * Understand how we can reduce sugar in our diet * Learn about the effects of too much sugar in our diets- type 2 diabetes, obesity, tooth decay * Understand the role of fats in our diet * To name the micronutrients and state why they are needed in the diet. * To explain the sources, types and functions of vitamins, A, D, B group and C. * Understand how to make Tomato, Lentil & Bacon soup * Understand the role of minerals in the diet. | * To identify the 4 dietary goals * To appreciate the importance of each dietary goal and their role in a healthy diet * To understand how you can achieve each dietary goal * To learn about Fibre and understand why is important in the diet * Understand how to make chickpea, potato and spinach curry * To learn how to reduce fat in the diet. * To identify the fat content of foods. * Understand how to make a low-fat cheese cake * Understand labels on food and how they help us make more healthy choices. | * To be able to identify a range of different types of fruit and veg and understand which classifications they fit into. * To identify different ways to encourage young children to eat more vegetables. * To understand how to make a Bolognese sauce * Understand what ‘Seasonality’ is and reasons to eat seasonal foods. * Understand how to make Fruit tarts/Quiche * Understand who is in ‘The Kitchen Brigade’ and what their roles entail. | * To know what fair trade food is and how it helps farmers in the developing world. * Understand how to use the ‘rubbing -in ‘method to make ‘Fairtrade Muffins’ * Understand what ‘Food Miles’ are and how they might affect the planet and our shopping choices * Understand sustainability issues linked to food * Understand what sustainable fish is. * Understand how to make fishcakes | * Understand the process of Hydroponic, aeroponic and vertical farming * Understand how to make Fajitas * Understand why sensory analysis is used in food product development * Understand how food packaging and promotion can affect popularity and profit |
|  |  | **Main links across curriculum** | * Tech – units of measurement * Tech to develop self confidence and decision making. * Tech to be able to use different recall and revision t5echniques to help them revise for tests/exams. * Tech – to understand how to respond effectively to teacher feedback. * Yr7,Yr8,Yr9 - To establish key ground rules in the classroom. * Yr7,Yr8,Yr10,Yr11 – Nutrition * Yr9, Yr10 - Learn about the effects of too much sugar in our diets- type 2 diabetes, obesity, tooth decay | * Tech – units of measurement * Tech to develop self confidence and decision making. * Tech to be able to use different recall and revision t5echniques to help them revise for tests/exams. * Tech – to understand how to respond effectively to teacher feedback. * Yr7,Yr8,Yr9 - To establish key ground rules in the classroom. * Yr7,Yr8,Yr10,Yr11 - Nutrition | * Tech – units of measurement * Tech to develop self confidence and decision making. * Tech to be able to use different recall and revision t5echniques to help them revise for tests/exams. * Tech – to understand how to respond effectively to teacher feedback. * Yr7,Yr8,Yr9 - To establish key ground rules in the classroom. * Yr7,Yr8,Yr10,Yr11 - Nutrition | * Tech – units of measurement * Tech to develop self confidence and decision making. * Tech to be able to use different recall and revision t5echniques to help them revise for tests/exams. * Tech – to understand how to respond effectively to teacher feedback. * Yr7,Yr8,Yr9 - To establish key ground rules in the classroom. * Yr7,Yr8,Yr10,Yr11 - Nutrition * Yr8 - To be able to identify a range of different types of fruit and veg and understand which classifications they fit into. | * Tech – units of measurement * Tech to develop self confidence and decision making. * Tech to be able to use different recall and revision t5echniques to help them revise for tests/exams. * Tech – to understand how to respond effectively to teacher feedback. * Yr7,Yr8,Yr9 - To establish key ground rules in the classroom. * Yr7,Yr8,Yr10,Yr11 - Nutrition * Yr8, Yr10 - Fair Trade and Food Miles | * Tech – units of measurement * Tech to develop self confidence and decision making. * Tech to be able to use different recall and revision t5echniques to help them revise for tests/exams. * Tech – to understand how to respond effectively to teacher feedback. * Yr7,Yr8,Yr9 - To establish key ground rules in the classroom. * Yr7,Yr8,Yr10,Yr11 - Nutrition |
|  |  | **Cross – curricular / Authentic Links** | * Dance – Independent learning * Maths – * Ratio and Scale. Understanding ratio. Solve ratio problems. * Science- Food and Digestion * English - SPAG | * Dance – Independent learning * Maths – * Ratio and Scale. Understanding ratio. Solve ratio problems. * Science- Food and Digestion * English - SPAG | * Dance – Independent learning * Maths – * Ratio and Scale. Understanding ratio. Solve ratio problems. * Science- Food and Digestion * English - SPAG | * Dance – Independent learning * Maths – * Ratio and Scale. Understanding ratio. Solve ratio problems. * Science- Food and Digestion * English - SPAG | * Dance – Independent learning * Maths – * Ratio and Scale. Understanding ratio. Solve ratio problems. * Science- Food and Digestion * English - SPAG * Biology – on the farm | * Dance – Independent learning * Maths – * Ratio and Scale. Understanding ratio. Solve ratio problems. * Science- Food and Digestion * English - SPAG * Biology – on the farm |
| **Vocabulary / Literacy** | **Literacy** | **Wider Reading** | * Role of the 5 nutrients | * The macro and micro-nutrients | * Why is it important to ensure we have a balanced diet. * What labelling symbols are there on packaging of food products | * What labelling symbols are there on packaging of food products. * What job roles are there within the food industry | * What is sustainability? * Sustainable fish | * Understand the process of Hydroponic, aeroponic and vertical farming * Mexican Cuisine |
| **Ext. Writing** | * N/A | * War on Sugar QMA | * Dietary Goals/Food labelling QMA | * Kitchen Brigade worksheet/page | * Sustainability News QMA | * N/A |
| **Keywords** | Protein, fats, carbohydrates, vitamins, minerals, micro-nutrients, macro-nutrients | Protein, fats, carbohydrates, vitamins, minerals, micro-nutrients, macro-nutrients, function. | Diet, health, obesity, diabetes, heart disease, high blood pressure, tooth decay | Seasonality, classification of fruit/veg [fruit and veg names] Job roles, kitchen brigade, establishment, commercial, non, commercial | Sustainability, maintain, waste, symbols, reduce, recycle. Waste, food miles, ‘Fairtrade’ | Hydroponics, aeroponics, sensory analysis, sustainable farming |
| **Memory & Cognition** | **Retrieval Practice** | **Start** | * Recall 3 and recap on previous knowledge, nutrients | * Recall 3questions from previous lessons | * Recall 3 from topic / previous lessons | * Recall 3 from topic / previous lessons | Recall 3 from topic / previous lessons | * Recall 3 from topic / previous lessons |
| **On going** | * Brain dump * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes | * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes before QMA * Make your own quiz | * Low stakes quizzing * Open questions in lessons * Recall at the start of lessons * Cops and robbers | * Low stakes quizzing * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes before QMA * Walkabout bingo | * Low stakes quizzing * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes before QMA | * Low stakes quizzing * Open questions in lessons * Recall at the start of lessons |
| **End** | * Key piece-Protein Questions | * QMA ‘War on Sugar’ Poster * Key Piece-Carrot cakes | * QMA ‘Dietary Goals’ | * Key Piece-Yr8 Exam * Key Piece-Fruit tarts/Quiche | * Key piece-Fairtrade/Food miles questions * Key Piece- ‘Fairtrade Muffins’ | * QMA-Sustainability article |
| **Assessment** | **Summative**  **Assessment** | | Key piece-Protein Questions | * QMA ‘War on Sugar’ Poster   Key Piece-Carrot cakes | QMA ‘Dietary Goals’ | Key Piece-Yr8 Exam  Key Piece-Fruit tarts/Quiche | Key piece-Fairtrade/Food miles questions  Key Piece- ‘Fairtrade Muffins’ | QMA-Sustainability article |
|  | **Possible misconceptions** | | - Equipment names, difference between macro/micro-nutrients | Equipment names, difference between macro/micro-nutrients | What the dietary goals are | What season fruit/veg grow in | Fairtrade products, | Why hydroponics, aeroponics and vertical farming is a step forward for farmers |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | * To establish key ground rules in the classroom. – Sense of safety and risk awareness * To be able to identify equipment from your unit – Sense of the modern world * To understand why nutrition is important in the diet * Understand how to respond to feedback – Sense of resilience * To understand how to define energy and discuss why it is needed. * Discuss sources of energy in our diet. – Sense of health and wellbeing | * Understand what the sources of carbohydrates in our diet and why we need them. * Understand how we can reduce sugar in our diet * Learn about the effects of too much sugar in our diets- type 2 diabetes, obesity, tooth decay * Understand the role of fats in our diet * To name the micronutrients and state why they are needed in the diet. * To explain the sources, types and functions of vitamins, A, D, B group and C. * Understand the role of minerals in the diet. – Sense of health and wellbeing | * To identify the 4 dietary goals * To appreciate the importance of each dietary goal and their role in a healthy diet * To understand how you can achieve each dietary goal * To learn about Fibre and understand why is important in the diet * To learn how to reduce fat in the diet. * To identify the fat content of foods. * Understand labels on food and how they help us make more healthy choices. – Sense of health and wellbeing | * To be able to identify a range of different types of fruit and veg and understand which classifications they fit into. * To identify different ways to encourage young children to eat more vegetables. * Understand what ‘Seasonality’ is and reasons to eat seasonal foods. – Sense of health and wellbeing * Understand who is in ‘The Kitchen Brigade’ and what their roles entail. – Sense of resilience | * To know what fair trade food is and how it helps farmers in the developing world. * Understand what ‘Food Miles’ are and how they might affect the planet and our shopping choices * Understand sustainability issues linked to food * Understand what sustainable fish is. – Sense of responsibility and respect / Sense of the modern world | * Understand the process of Hydroponic, aeroponic and vertical farming * Understand why sensory analysis is used in food product development * Understand how food packaging and promotion can affect popularity and profit – Sense of responsibility and respect / Sense of the modern world |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Food Preparation and Nutrition Year 9 |

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|  | Approx 39 lessons | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1/2** | **Spring Term 2/1** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Theme: Food and the environment**  **Topic: Diet and health** | **Theme: Food and the environment**  **Topic: Diet and health** | **Theme: Food and the environment**  **Topic: Sustainability / food cuisines** | **Theme: Food and the environment**  **Topic: Allergies and intolerances** | **Theme: Food Science**  **Topic: Raising Agents** | **Theme: Food science**  **Topic: Chemical properties of food** |
| **Clarity around Sequencing** | **Key Concepts** | | * Understand the risks of bad diets * Understand the links between unhealthy eating and illnesses * Identify illnesses linked with poor diets * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback | * Understand the risks of bad diets * Understand the links between unhealthy eating and illnesses * Identify illnesses linked with poor diets * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback | * Demonstrate understanding of health and safety in a food room * Understand what the 6R’S are * Understand how sustainability effects food production * Understand what sustainability is * Understand how food waste can affect the environment * Be able to identify ways to reduce food waste * Understand what a carbon footprint is * Be able to identify ways to reduce carbon footprints * Look at symbols on food packaging * Understand different cultures * To be able to use recall to help with revision | * Understand the differences between allergies and intolerances * To identify the symptoms of an allergy * To identify the symptoms of anaphylactic shock * To identify the symptoms of an intolerance * Identify the different allergens * Understand the risks of anaphylactic shock and allergies * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback * To be able to use recall to help with revision | * Understand types of raising agents * Understand chemical, biological and physical raising agents * Understand how acids and alkalis react to create co2 * To be able to use different raising agents to produce dishes * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback * To be able to use recall to help with revision | * Understand the chemical functions food has in recipes * Understand the chemical functions fats, protein and carbohydrates have and ways to use them * Understand the process of enzymic browning * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback |
|  |  | **Main links across curriculum** | * Yr9, Yr 10, Yr 11 - Understand types of raising agents * Yr7, yr8, yr10, yr11 - To be able to work safely and hygienically * Yr7, Yr8, Yr10, Yr11 - To be able to identify hazards in the practical rooms * Yr7, Yr8, Yr10, Yr11-To be able to work safely and accurately to produce high quality dishes * Yr7, Yr8,Yr10, Yr11 - Demonstrate understanding of health and safety in a food room * Yr10, Yr 11 - Understand the risks of bad diets * Yr10, Yr11 - Understand the links between unhealthy eating and illnesses * Yr10, Yr11 - Identify illnesses linked with poor diets * Graphics- understand how to respond to teacher feedback. | * Yr9, Yr 10, Yr 11 - Understand types of raising agents * Yr7, yr8, yr10, yr11 - To be able to work safely and hygienically * Yr7, Yr8, Yr10, Yr11 - To be able to identify hazards in the practical rooms * Yr7, Yr8, Yr10, Yr11-To be able to work safely and accurately to produce high quality dishes * Yr7, Yr8,Yr10, Yr11 - Demonstrate understanding of health and safety in a food room * Yr10, Yr 11 - Understand the risks of bad diets * Yr10, Yr11 - Understand the links between unhealthy eating and illnesses * Yr10, Yr11 - Identify illnesses linked with poor diets * Graphics- understand how to respond to teacher feedback. | * Yr9, Yr 10, Yr 11 - Understand types of raising agents * Yr7, yr8, yr10, yr11 - To be able to work safely and hygienically * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Yr7, Yr8, Yr10, Yr11 - To be able to identify hazards in the practical rooms * Yr7, Yr8, Yr10, Yr11-To be able to work safely and accurately to produce high quality dishes * Yr7, Yr8,Yr10, Yr11 - Demonstrate understanding of health and safety in a food room * Yr 10, Yr 11 - Understand how sustainability effects food production * Yr10,Yr11 - Understand how food waste can affect the environment * Yr10, Yr 11 - Be able to identify ways to reduce food waste * Yr10, Yr11 - Understand what a carbon footprint is * Yr10, Yr11 - Be able to identify ways to reduce carbon footprints * Yr10, Yr11 - Look at symbols on food packaging * Yr10, Yr11 - Understand different cultures * Yr10, Yr11 - To be able to use recall to help with revision * Graphics to be able to use different recall and revision techniques to help them revise for tests/exams. * Graphics- understand how to respond to teacher feedback. | * Yr9, Yr 10, Yr 11 - Understand types of raising agents * Yr7, yr8, yr10, yr11 - To be able to work safely and hygienically * Yr7, Yr8, Yr10, Yr11 - To be able to identify hazards in the practical rooms * Yr7, Yr8, Yr10, Yr11-To be able to work safely and accurately to produce high quality dishes * Yr7, Yr8,Yr10, Yr11 - Demonstrate understanding of health and safety in a food room * Yr10, Yr11 - Understand the differences between allergies and intolerances * Yr10 Yr 11 - To identify the symptoms of an allergy * Yr10, Yr11 - To identify the symptoms of anaphylactic shock * Yr10, Yr11 - To identify the symptoms of an intolerance * Yr10, Yr11 - Identify the different allergens * Yr10, Yr11 - Understand the risks of anaphylactic shock and allergies * Graphics- understand how to respond to teacher feedback. * Tech – understanding of various labels and symbols used on packaging. | * Yr9, Yr 10, Yr 11 - Understand types of raising agents * Yr7, yr8, yr10, yr11 - To be able to work safely and hygienically * Yr7, Yr8, Yr10, Yr11 - To be able to identify hazards in the practical rooms * Yr7, Yr8, Yr10, Yr11-To be able to work safely and accurately to produce high quality dishes * Yr7, Yr8,Yr10, Yr11 - Demonstrate understanding of health and safety in a food room * Yr10, Yr 11 - Understand the risks of bad diets * Yr10, Yr11 - Understand the links between unhealthy eating and illnesses * Yr10, Yr11 - Identify illnesses linked with poor diets * Graphics- understand how to respond to teacher feedback. | * Yr9, Yr 10, Yr 11 - Understand chemical functions of fats, protein and carbohydrates * Yr7, yr8, yr10, yr11 - To be able to work safely and hygienically * Yr7, Yr8, Yr10, Yr11 - To be able to identify hazards in the practical rooms * Yr7, Yr8, Yr10, Yr11-To be able to work safely and accurately to produce high quality dishes * Yr7, Yr8,Yr10, Yr11 - Demonstrate understanding of health and safety in a food room * Graphics – product analysis * Graphics to be able to use different recall and revision techniques to help them revise for tests/exams. * Graphics- understand how to respond to teacher feedback. * Product Design – Waste Free |
|  |  | **Cross – curricular / Authentic Links** | * Computing – Function * Dance – Independent learning. * Dance – evaluation and reflection. * Maths – volume, money, numbers ,ratio. * . Science – breathing to move air in and out of the lungs, impact of exercise, asthma and smoking. | * Computing – Function * Dance – Independent learning. * Dance – evaluation and reflection. * Maths – volume, money, numbers ,ratio. * . Science – breathing to move air in and out of the lungs, impact of exercise, asthma and smoking. | * Computing – Function * Dance – Independent learning. * Dance – evaluation and reflection. * Maths – volume, money, numbers ,ratio. | * Computing – Function * Dance – Independent learning. * Dance – evaluation and reflection. * Drama- to showcase range of skills acquired during KS3 within and exam setting. * Geography – regional knowledge. * Maths – volume, money, numbers ,ratio. * Rs- Faith, religion, food choice. | * Computing – Function * Dance – Independent learning. * Dance – evaluation and reflection. * Drama- to showcase range of skills acquired during KS3 within and exam setting. * Maths – volume, money, numbers ,ratio. | * Computing – Function * Dance – Independent learning. * Dance – evaluation and reflection. * Drama- to showcase range of skills acquired during KS3 within and exam setting. * Maths – volume, money, numbers ,ratio. * . |
| **Vocabulary / Literacy** | **Literacy** | **Wider Reading** | * What are diet related illnesses? * Why is it important to ensure a good balanced diet | * What are diet related illnesses? * Why is it important to ensure a good balanced diet | * What is sustainability? * What labelling symbols are there on packaging of food products | * What is an allergy? * Who can suffer with anaphylactic shock? * What can happen after anaphylactic shock? | * Find out the different types of raising agent are * How they work to introduce air or co2 into a mixture | * How different ingredients function within recipes |
| **Ext. Writing** | * Diet related illness article | * Balanced diet evaluation | * Sustainability news letter | * Allergies and intolerance questions | * Response to questions on raising agents | * Gluten experiment evaluation |
| **Keywords** | Risks, illness, diet, health, obesity, anaemia, diabetes, insulin | Risks, illness, diet, health, obesity, anaemia, diabetes, insulin | Sustainability, maintain, waste, symbols, reduce, cuisine, British, Italian, Chinese, traditions, culture | Allergy, intolerance, symptom, epi-pen, antidote, adrenaline, allergen | Chemical, biological, physical, mechanical, air, carbon dioxide, whisking, creaming, beating, fermenting, acid, alkali, hygiene, safety, sensory analysis, experiment | Plasticity, shortening, gelatinisation, caramelisation, enzymic browning, oxidisation, denaturation, coagulation |
| **Memory & Cognition** | **Retrieval Practice** | **Start** | * Recall and recap on previous knowledge, nutrients | * Recall questions from previous lessons | * Recall from topic / previous lessons | * Recall from topic / previous lessons | Recall from topic / previous lessons | * Recall from topic / previous lessons |
| **On going** | * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes | * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes | * Low stakes quizzing * Open questions in lessons * Recall at the start of lessons * Cops and robbers | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons   Low stakes quizzes | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes |
| **End** | * Key piece | * QMA test | QMA test | QMA test | Key piece | * End of year test |
| **Assessment** | **Summative**  **Assessment** | | Key piece – Balanced diets | Key practical – Pork meatballs  QMA – Recall quiz | Key piece – Allergies and intolerances  QMA: sustainability news article | Key Practical – Pasta | Key piece – gluten experiment | Key Practical – chicken butchery  QMA – Recall quiz |
|  | **Possible misconceptions** | | - Equipment names, which health risks relate to different deficiencies | - - Equipment names, which health risks relate to different deficiencies | - Equipment names, sustainable logos | - 14major allergens | - Equipment names, differences between biological, chemical and physical | -chemical functions being the same as a function of protein, fat or carbohydrates |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | * Understand the risks of bad diets * Understand the links between unhealthy eating and illnesses * Identify illnesses linked with poor diets * Sense of Health and Wellbeing * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Sense of Safety and Risk Awareness * Understand how to respond effectively to teacher feedback   Sense of Resilience | * Understand the risks of bad diets * Understand the links between unhealthy eating and illnesses * Identify illnesses linked with poor diets * Sense of Health and Wellbeing * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Sense of Safety and Risk Awareness * Understand how to respond effectively to teacher feedback   Sense of Resilience | * Demonstrate understanding of health and safety in a food room Sense of Safety and Risk Awareness * Understand what the 6R’S Responsibility and Respect * Understand how sustainability effects food production * Understand what sustainability is * Understand how food waste can affect the environment * Be able to identify ways to reduce food waste * Understand what a carbon footprint is * Be able to identify ways to reduce carbon footprints Responsibility and Respect * Look at symbols on food packaging Sense of the modern world * Understand different cultures Sense of the modern world Responsibility and Respect * To be able to use recall to help with revision Sense of Resilience | * Understand the differences between allergies and intolerances * To identify the symptoms of an allergy * To identify the symptoms of anaphylactic shock * To identify the symptoms of an intolerance * Identify the different allergens * Understand the risks of anaphylactic shock and allergies * Sense of Health and Wellbeing * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Sense of Safety and Risk Awareness * Understand how to respond effectively to teacher feedback * Sense of Resilience * To be able to use recall to help with revision * Sense of Resilience | To be able to work safely and hygienically in the food practical rooms   * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes – Sense of Safety and Risk Awareness * Understand how to respond effectively to teacher feedback – Sense of Resilience   To be able to use recall to help with revision Sen | * Understand how ingredients work in recipes * Sense of the modern world * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Sense of Safety and Risk Awareness * Understand how to respond effectively to teacher feedback   Sense of Resilience |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Food Prep and Nutrition Year 10 |

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|  |  | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1/2** | **Spring Term 2/1** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Theme: Diet nutrition and health**  **Topic: Healthy eating** | **Theme: Diet nutrition and health**  **Topic: Nutrients** | **Theme: Diet nutrition and health**  **Topic: International cuisine** | **Theme: Diet nutrition and health**  **Topic: Allergies and intolerances** | **Theme: Food science**  **Topic: Heat transfer & functional properties of food** | **Theme: Food science**  **Topic: Functional properties of food / food safety** |
| **Clarity around Sequencing** | **Key Concepts** | | * Demonstrate understanding of the eat well guide * To show the ability to use the eat well guide to aid in having a balanced diet * Understand the 8 healthy eating guidelines * To show understanding of nutrition and how to have a balanced diet * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * To be able to use recall to help with revision | * Demonstrate understanding of micro nutrients and the role in the body * Demonstrate understanding of macro nutrients and the role in the body * To understand the excess and deficiency of the macro and micro nutrients * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * To be able to use recall to help with revision | * To identify different cuisines and traditional methods of cooking * To understand the different characteristics of different cuisines * To demonstrate understanding of the British cuisine in a mock NEA * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * To be able to use recall to help with revision | * To understand the differences between an allergy and intolerance * To identify the symptoms of an allergic reaction * To identify the symptoms of an intolerance * To understand the risks of having anaphylactic shock * To identify the 14 major allergens * To be aware of how to help prevent allergic reactions * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * To be able to use recall to help with revision * To be able to use recall to help with revision | * To understand the ways in which food is cooked * To understand the different heat transfer methods * To identify the differences between radiation, convection and conduction * Demonstrate an understanding of the chemical properties of protein * Demonstrate an understanding of the chemical properties of fats * Demonstrate an understanding of the chemical properties of carbohydrates * to understand how raising agents work * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback | * Demonstrate an understanding of the chemical properties of protein * Demonstrate an understanding of the chemical properties of fats * Demonstrate an understanding of the chemical properties of carbohydrates * to understand how raising agents work * to identify how food can spoil * to understand how bacteria can spread * to identify different ways micro organisms can be used in food production * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback |
|  |  | **Main links across curriculum** | * Year 7, 8 & 9 – nutrition – what is a healthy balanced diet * DT – Working safely in food rooms * DT – Responding to teacher feedback | * Year 7, 8 & 9 – nutrition – what is a healthy balanced diet * DT – Working safely in food rooms * DT – Responding to teacher feedback | * Year 9 - factors affecting food choice, religions and cultures and other cuisines * DT – Working safely in food rooms * DT – Responding to teacher feedback | * Year 9 – allergies and intolerances, food choices * DT – Working safely in food rooms * DT – Responding to teacher feedback | * Year 7, 8 &9 – food practical lessons * Year 7,8 &9 – carbs, proteins and fats * DT – Working safely in food rooms * DT – Responding to teacher feedback | * Year 7, 8 &9 – food practical lessons * Year 7,8 &9 – carbs, proteins and fats * Year 9 – food safety * DT – Working safely in food rooms * DT – Responding to teacher feedback |
|  |  | **Cross – curricular / Authentic Links** | * Dance – independent learning * Maths – ratio * Biology – health issues * Graphics - Healthy lifestyles * Graphics – health and safety – working safely * PE – bones and muscles and heart * English – use of SPAG * RS – Faith | * Dance – independent learning * Maths – ratio * Graphics - Healthy lifestyles * Graphics – health and safety – working safely * PE – bones and muscles and heart * English – use of SPAG * RS – Faith | * Dance – independent learning * Maths – ratio * Geography – food, water and energy issues * Graphics - health and safety – working safely * Physics – energy * English – use of SPAG * RS – Faith | * Dance – independent learning * Maths – ratio * Graphics - health and safety – working safely * English – use of SPAG * RS – Faith | * Dance – independent learning * Maths – ratio * Biology – uses of glucose from photosynthesis * Chemistry – chemical bonds * Chemistry – Molecules * Graphics - health and safety – working safely * English – use of SPAG * RS – Faith | * Dance – independent learning * Maths – ratio * Biology – health issues * Biology – enzymes and the human digestive system * Geography – food, water and energy issues * Graphics - health and safety – working safely * English – use of SPAG * RS – Faith |
| **Vocabulary / Literacy** | **Literacy** | **Wider Reading** | * What is the eat well guide * What does it mean to have a balanced diet | * What are the micro nutrients? * What are macro nutrients | * Different cuisines and the different traditional cooking methods | * What is an allergy? * What is an intolerance * What are the risks of anaphylaxis? | * Revise topics including protein, carbohydrates, fats, micro nutrients * What is food safety? * What are the chemical functions of food | * Revise topics including protein, carbohydrates, fats, micro nutrients * What is food safety? * What are the chemical functions of food |
| **Ext. Writing** | * Term 1 test | * Questions on protein | * QMA | * Case study task | * QMA | * Exam practice papers |
| **Keywords** | Balanced, guidelines, diet, nutrition, safety, hazards, eat well | Protein, carbohydrates, fats, oils, nutrient, excess deficiency | Chinese, Italian, British, international  Cuisine, culture, traditional | Anaphylaxis, intolerance, allergy, risks, contamination  Allergen | Risks, illness, diet, health, bacteria, contamination, pathogen, plasticity, dextrinization, gelatinisation, caramelisation, denaturation, coagulation, vitamins, minerals | Risks, illness, diet, health, bacteria, contamination, pathogen, plasticity, dextrinization, gelatinisation, caramelisation, denaturation, coagulation, vitamins, minerals |
| **Memory & Cognition** | **Retrieval Practice** | **Start** | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons |
| **On going** | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons   Low stakes quizzes | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons   Low stakes quizzes | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons   Low stakes quizzes | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons   Low stakes quizzes | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes |
| **End** | * Key piece | * Key practical | * QMA | * Key piece | * QMA | * End of year exam |
| **Assessment** | **Summative**  **Assessment** | | Key piece – exam style questions | Key practical | QMA – afternoon tea coursework | Key piece | QMA – egg experiment and presentation | End of year exam |
|  | **Possible misconceptions** | | Eat well guide is the same as the healthy eating guidelines | What excess means  What deficiency is | Cultures of different cuisines | What the difference between allergy and intolerance is | Chemical functions of ingredients in recipes,  Processing in food production | Chemical functions of ingredients in recipes,  Processing in food production |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | * Demonstrate understanding of the eat well guide * To show the ability to use the eat well guide to aid in having a balanced diet * Understand the 8 healthy eating guidelines * To show understanding of nutrition and how to have a balanced diet – Sense of health and well being * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms – Sense of safety and risk awareness * To be able to work safely and accurately to produce high quality dishes – Sense of aspiration * To be able to use recall to help with revision – Sense of resilience | * Demonstrate understanding of micro nutrients and the role in the body * Demonstrate understanding of macro nutrients and the role in the body * To understand the excess and deficiency of the macro and micro nutrients – Sense of health and well being * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms – Sense of safety and risk awareness * To be able to work safely and accurately to produce high quality dishes – Sense of aspiration * To be able to use recall to help with revision – Sense of resilience | * To identify different cuisines and traditional methods of cooking * To understand the different characteristics of different cuisines – Sense of modern world * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms – Sense of safety and risk awareness * To be able to work safely and accurately to produce high quality dishes – Sense of aspiration * To be able to use recall to help with revision – Sense of resilience | * To understand the differences between an allergy and intolerance * To identify the symptoms of an allergic reaction * To identify the symptoms of an intolerance * To understand the risks of having anaphylactic shock – Sense of health and well being * To be aware of how to help prevent allergic reactions * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms – Sense of safety and risk awareness * To be able to work safely and accurately to produce high quality dishes – Sense of aspiration * To be able to use recall to help with revision – Sense of resilience | * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms Sense of safety and risk awareness * To be able to work safely and accurately to produce high quality dishes – Sense of aspiration * Understand how to respond effectively to teacher feedback – Sense of resilience | * To identify how food can spoil * to understand how bacteria can spread * to identify different ways micro organisms can be used in food production – Sense of health and well being * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms - Sense of safety and risk awareness * To be able to work safely and accurately to produce high quality dishes – Sense of aspiration * Understand how to respond effectively to teacher feedback – Sense of resilience |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Food Preparation and Nutrition Year 11 |

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|  |  | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1/2** | **Spring Term 2/1** | **Summer Term 1** | **Summer Term 2** |
|  | **Theme/Topic** | | **Theme: NEA 1**  **Topic: NEA 1 – AQA brief** | **Theme: NEA 2**  **Topic: NEA 2 – AQA brief** | **Theme: NEA 2**  **Topic: NEA 2 – AQA brief** | **Theme: NEA 2**  **Topic: NEA 2 – AQA brief** | **Theme: Revision**  **Topic: Revision** | **Theme: Revision**  **Topic: Revision** |
| **Clarity around knowledge** | **Key Concepts** | | * Demonstrate understanding of the set brief * To be able to respond to the set brief * To show the ability to experiment in response to the brief * To be able to investigate and evaluate experiments in response to the set brief * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * To be able to use recall to help with revision | * Demonstrate understanding of the set brief * To be able to respond to the set brief * To show the ability to research in response to the brief * To be able to investigate and evaluate dishes in response to the set brief * To show the ability to trial dishes in response to the brief * To plan and evaluate the dishes in response to the set brief * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * To be able to use recall to help with revision | * Demonstrate understanding of the set brief * To be able to respond to the set brief * To show the ability to research in response to the brief * To be able to investigate and evaluate dishes in response to the set brief * To show the ability to trial dishes in response to the brief * To plan and evaluate the dishes in response to the set brief * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * To be able to use recall to help with revision | * Demonstrate understanding of the set brief * To be able to respond to the set brief * To show the ability to research in response to the brief * To be able to investigate and evaluate dishes in response to the set brief * To show the ability to trial dishes in response to the brief * To plan and evaluate the dishes in response to the set brief * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * To be able to use recall to help with revision * To be able to use recall to help with revision | * To demonstrate understanding of previous topics including diet and nutrition, food science and food safety * To revise topics from previous year in preparation for their exam * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback | * To demonstrate understanding of previous topics including diet and nutrition, food science and food safety * To revise topics from previous year in preparation for their exam * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes * Understand how to respond effectively to teacher feedback |
| **Clarity around Sequencing** |  | **Main links across curriculum** | * DT – understanding brief * DT – understanding NEA Mark scheme * DT- Understanding how to evaluate * Year 7 ,8 & 9 – food practical lessons * Year 9 – food science | * DT – understanding brief * DT – understanding NEA Mark scheme * DT- Understanding how to evaluate * Year 7 ,8 & 9 – food practical lessons | * DT – understanding brief * DT – understanding NEA Mark scheme * DT- Understanding how to evaluate * Year 7 ,8 & 9 – food practical lessons | * DT – understanding brief * DT – understanding NEA Mark scheme * DT- Understanding how to evaluate * Year 7 ,8 & 9 – food practical lessons | * DT – understanding brief * DT – understanding NEA Mark scheme * DT- Understanding how to evaluate * Year 7 ,8 & 9 – food practical lessons * Year 10 – topics throughout the year | * DT – understanding brief * DT – understanding NEA Mark scheme * DT- Understanding how to evaluate * Year 7 ,8 & 9 – food practical lessons * Year 10 – topics throughout the year |
|  |  | **Cross – curricular / Authentic Links** | * Dance – use of evaluation * RS- Faith * English – use of SPAG * Textiles – evaluation * Chemistry – formulations | * Dance – use of evaluation * RS- Faith * English – use of SPAG * Textiles – evaluation * Chemistry – formulations | * PE – Health fitness and wellbeing * RS- Faith * English – use of SPAG * Textiles – evaluation | * PE – Health fitness and wellbeing * RS- Faith * English – use of SPAG * Textiles – evaluation | * PE – Health fitness and wellbeing * RS- Faith * English – use of SPAG | * PE – Health fitness and wellbeing * RS- Faith * English – use of SPAG |
| **Vocabulary / Literacy** | **Literacy** | **Wider Reading** | * Research topic in set brief | * Research topic in set brief | * Research topic in set brief | * Research topic in set brief | * Revise topics including protein, carbohydrates, fats, micro nutrients * What is food safety? * What are the chemical functions of food * What is nutritional analysis | * Revise topics including protein, carbohydrates, fats, micro nutrients * What is food safety? * What are the chemical functions of food * What is nutritional analysis |
| **Ext. Writing** | * Writing up experiments completed | * Coursework | * Coursework | * Coursework | * Past papers and exam style questions | * Past papers and exam style questions |
| **Keywords** | Research, investigation, experiment, evaluation, analysis | Plan, prepare, cook, presentation, evaluation, analysis | Plan, prepare, cook, presentation, evaluation, analysis | Plan, prepare, cook, presentation, evaluation, analysis | Risks, illness, diet, health, bacteria, contamination, pathogen, plasticity, dextrinization, gelatinisation, caramelisation, denaturation, coagulation, vitamins, minerals | Risks, illness, diet, health, bacteria, contamination, pathogen, plasticity, dextrinization, gelatinisation, caramelisation, denaturation, coagulation, vitamins, minerals |
| **Memory & Cognition** | **Retrieval Practice** | **Start** | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons | * Recall previous knowledge and topics, practical lessons |
| **On going** | * Open questions in lessons | * Open questions in lessons | * Open questions in lessons | * Open questions in lessons | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons   Low stakes quizzes | * Low stakes quizzing * Challenge/retrieval grid on advanced tasks * Open questions in lessons * Recall at the start of lessons * Low stakes quizzes |
| **End** | * NEA/Coursework | * NEA/Coursework | * NEA/Coursework | * NEA/Coursework | * Past paper / exam style questions | * End of year exam |
| **Assessment** | **Summative**  **Assessment** | | * NEA1 -all sheets/practical work are marked to exam spec. | * NEA2=all work marked to exam spec * Mock Exams-Nov | * NEA2=all work marked to exam spec | * NEA2=all work marked to exam spec | * Past paper / exam style questions * Easter Mock Exam | * Past paper / exam style questions * Final Theory Exam |
|  | **Possible misconceptions** | | Types of investigations to complete  Analysis | How to do primary / secondary research  Analysis | How to do primary / secondary research  Analysis | How to do primary / secondary research  Analysis | Chemical functions of ingredients in recipes,  Processing in food production | Chemical functions of ingredients in recipes,  Processing in food production |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms – Sense of safety and risk awareness * To be able to work safely and accurately to produce high quality dishes – Sense of aspiration * To be able to use recall to help with revision – Sense of resilience | * To show the ability to research in response to the brief * To be able to investigate and evaluate dishes in response to the set brief – Sense of responsibility and respect * To show the ability to trial dishes in response to the brief * To plan and evaluate the dishes in response to the set brief – Sense of aspiration * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes Sense of safety and risk awareness * To be able to use recall to help with revision – Sense of resilience | * To show the ability to research in response to the brief * To be able to investigate and evaluate dishes in response to the set brief – Sense of responsibility and respect * To show the ability to trial dishes in response to the brief * To plan and evaluate the dishes in response to the set brief – Sense of aspiration * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes - Sense of safety and risk awareness * To be able to use recall to help with revision – Sense of resilience | * To show the ability to research in response to the brief * To be able to investigate and evaluate dishes in response to the set brief – Sense of responsibility and respect * To show the ability to trial dishes in response to the brief * To plan and evaluate the dishes in response to the set brief – Sense of aspiration * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes - Sense of safety and risk awareness * To be able to use recall to help with revision – Sense of resilience | * To demonstrate understanding of previous topics including diet and nutrition, food science and food safety * To revise topics from previous year in preparation for their exam – Sense of responsibility and respect * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes - Sense of safety and risk awareness * Understand how to respond effectively to teacher feedback – Sense of resilience | * To demonstrate understanding of previous topics including diet and nutrition, food science and food safety * To revise topics from previous year in preparation for their exam – Sense of responsibility and respect * To be able to work safely and hygienically in the food practical rooms * To be able to identify hazards in the practical rooms * To be able to work safely and accurately to produce high quality dishes - Sense of safety and risk awareness * Understand how to respond effectively to teacher feedback – Sense of resilience |