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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 AssessmentQMA Design Task - Sandwich | Assessed Practical - Traybake. | Eatwell Guide Information | Nutrients Poster – linked researchLamb Koftas – assessed piece. | Comprehension QMA – Food labelling.  | End of year test - SMHKAssessed 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 ExamKey Piece-Fruit tarts/Quiche | Key piece-Fairtrade/Food miles questionsKey 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 |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **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 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **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
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|  | **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
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* 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
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* 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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