

Sir John Talbot's School

CURRICULUM

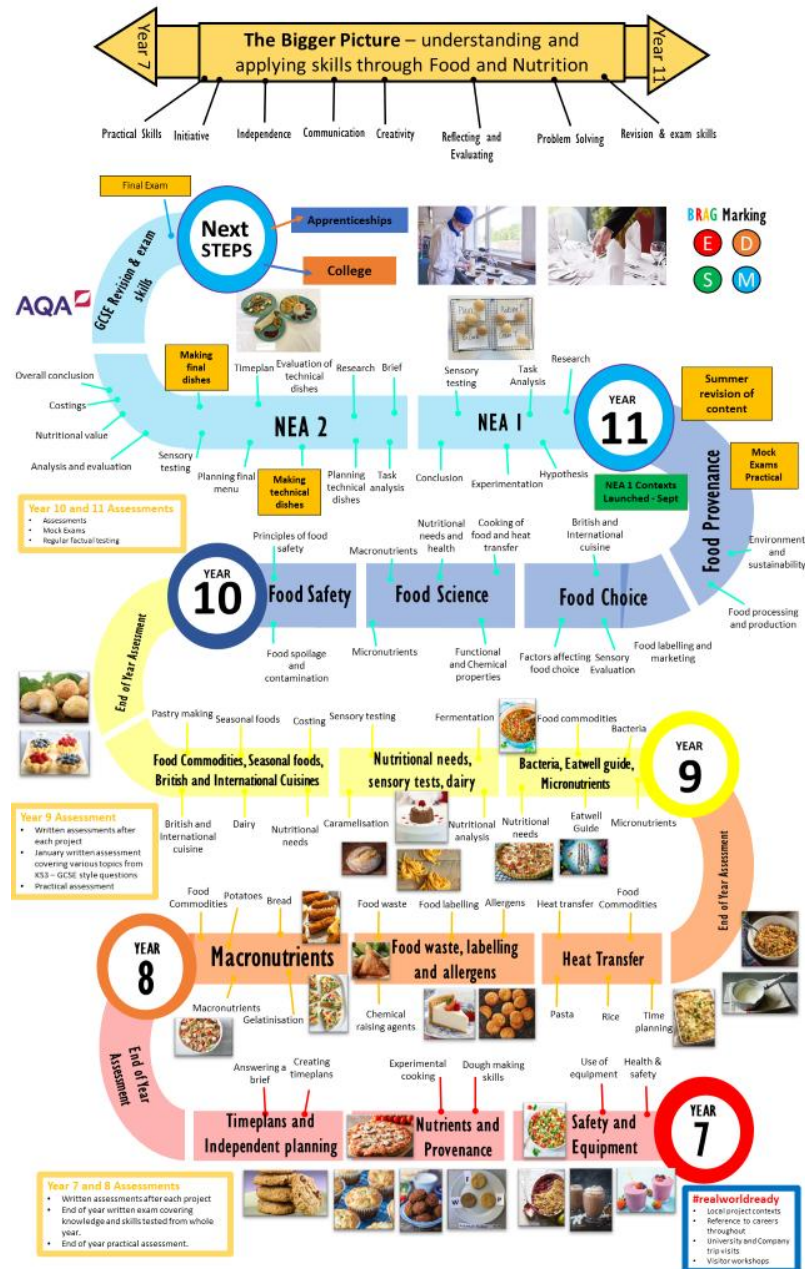
#togetherwegrow

Marches Academy Trust 

Creativity - Food & Nutrition

Our vision

- Our vision is to prepare and motivate our students to develop essential life skills by educating them in healthy eating, creative cooking, imagination and independence. We aim to instill the skills to go forward and live a healthy lifestyle through a thorough and diverse curriculum.



Year 7 Food and Nutrition Year Overview

What is my Learning Journey this year?



Marishes Academy Trust



Bigger Picture Question:-

What is the point of Food and Nutrition?
How does Food and Nutrition appear in our daily lives?

Consider, for example, your school environment...

START

Safety and Equipment

What to expect

Content – Health & Safety in the Food room, safe use of equipment and machinery to develop a range of skills into creative outcomes.

Assessment Final outcomes, home learning, written assessment deep marking

Bigger Picture Question –
- What careers use food and nutrition?

What to expect...

Content – Developing dough making skills/ experiments

Assessment – Final outcomes, home learning, written assessment deep marking

Bigger Picture Question – Where do our foods come from?

Nutrients and provenance

Timeplans and Independent planning

What to expect

Content – Creating timeplans answering a brief

Assessment – practical assessments, written assessments

Bigger Picture Question – What are 'hidden' ingredients?

Cultural Connections:

How do different cultures play a role in the foods that we eat?

What meals do you enjoy that are traditionally not British?

What is seasonal food and how do we overcome availability?

Skills Ladder

How will you step up your skills this year?

Skills

- ☐ Marking out and measuring (mm, ml, g)
- ☐ Understanding food hygiene
- ☐ Using a blender
- ☐ Using a hob
- ☐ Using an oven
- ☐ Shaping and combining
- ☐ Knives skills (basic)
- ☐ Dough making
- ☐ Creating time plans
- ☐ Plan and execution of dishes under time constraints
- ☐ Presentation
- ☐ Recognizing strategies for improvement
- ☐ Independence
- ☐ Evaluation

On to Year 8

Home Learning

Flipped Learning Tasks/
Homework tasks

Your Flipped Learning Tasks/ Homework projects will be on Teams

Homework tasks will also be given as a hard copy



What key subject specific vocabulary is needed to enable the learning of the expected standard?

This should link to the powerful knowledge (disciplinary and substantive) already identified.

Greater depth subject specific vocabulary

Autumn Term

WHISKING: beat or stir (a substance, especially cream or eggs) with a light, rapid movement.

BLENDING: the process of combining two or more ingredients together so that they lose their individual characteristics and become smooth and uniform.

COMBINING: To stir two or more ingredients with a spoon, or to beat on Low speed with a mixer, until mixed together.

RUBBING IN: to coat flour grains with fat by gently rubbing between the fingertips and thumbs, continuing until the mixture resembles coarse breadcrumbs

DEXTRINISATION: the process involving the browning of starch foods when subjected to dry heat

Spring Term

COAGULATION: change in the structure of protein (from a liquid form to solid or a thicker liquid) brought about by heat, mechanical action or acids.

FREE RANGE: livestock, especially poultry kept in natural conditions, with freedom of movement.

INTENSIVE FARMING: a way of producing large amounts of crops, by using chemicals and machines:

ORGANIC FARMING: Organic farming is a sustainable agricultural system that uses ecologically based pest controls and biological fertilizers.

DIET: - Everything you eat or drink

NUTRIENTS: a substance that provides nourishment essential for the maintenance of life and for growth

Summer Term

SHORTENING: Shortening is the combination of fat with flour used to make pastry or biscuits.

AERATION: When air is trapped into a mixture to make it lighter.

CHEMICAL RAISING AGENT: substances used in baking to make bread, cake, and pastries rise.

EMULSION: a mixture of two or more ingredients that commonly don't mix i.e. oil and water

CREAMING METHOD:
Beating the fat and sugar together until the mixture turns light and has trapped air

The Big Picture During the course of the year, students in Year 7 will experience a diverse, creative and challenging curriculum in Design & Technology. They will study the 3 main disciplines throughout the 3 terms; Resistant materials (to include woods, metals, plastics and electronics). Textiles; in which they will study a range of hand & machine stitch techniques, use of patterns, manufacture one off pieces whilst understanding mass production, and Food technology, where there will design, produce and evaluate a range of healthy dishes.

Intent *(including moving on from...)*

The 3 key areas will consist of the following elements;

RESISTANT MATERIALS - Introduction to the workshop & Health and safety (note safety is paramount and touched on throughout. Project 1 RM 4-5 weeks ROPEBOT (largely skills based). Project 2 RM 9-10 weeks SOLAR BUGGY to include design / development element, hand and machine techniques, graphics and electronics.

TEXTILES – Introduction to the textiles room & Health and safety. Project : 4-5 weeks Monster Keyring (largely skills based). Project 2: 9-10 weeks, Sewing machine training + monster cushion project.

FOOD TECHNOLOGY – Health & safety in the food room + range of dishes, which include; fruit salad (knife skills), designer sandwich (design, plan & evaluate), Pitta bread pizza (linked to bread tasting lesson, butter making and scones (using the oven). Fruit crumble, (rubbing in method), shortbread & pasta bake.

Implementation

Within RM & Textiles the units follow a distinct format, after initial health and safety follows a short 4-5 week Skills based project where precision in key, assessment at this stage will focus on skills and accuracy, this will then lead onto a larger design project which will build on previous skills, thus building in elements of design, planning, research and evaluation.

Students have many opportunities to demonstrate LORIC within the Design & Technology curriculum. They regularly take control of their learning through planning and design, students organise their materials, manage their time, and plan outcomes which are challenging yet realistic to deadlines. Most learners have not experienced a workshop setting before and the challenges it poses, most cope well in the new surroundings and use tools and machinery confidently. In the latter part of the term problem solving is key, students often have to figure out for themselves why the sewing machine isn't stitching correctly, or why their timber has ended up different lengths. Students are actively encouraged to problem solve and use their initiative. Students in Design & Technology understand the importance of working safely and smartly, students must communicate with each other to solve problems, and respect when the teacher needs to give safety demonstrations.

Food technology differs slightly in that after the Health and safety section follows a range of planning, practical and evaluation lessons which all link back to food preparation and healthy eating.

Literacy is challenged throughout, mainly through starter activities and plenaries, spelling tests. Incorrect spellings are highlighted when marking. Students are required to measure accurately in a range of units from mm to grams.

Periodically books will go home 2x per term to complete homework, at the end of each term there is an end of term test, books will go home 2 weeks prior for revision. Time is dedicated in lessons to carry out improvements, teacher feedback is a combination of written and verbal. Time is allocated to allow students to improve their work (yellow box marking). Books in D&T are well presented and show the students learning journey throughout the year. We love to celebrate achievement in D&T, this is done in a number of ways, the reward chart at the back of the students' books, calendared end of term and end of year reward events. Phone calls home. Recognition in the parent bulletin / press & displaying work.

FOOD TECHNOLOGY

Key assessments –

Designer sandwich, butter making & scones, shortbread

Low stakes testing –

Bread tasting / pizzas

Deep marking points -

Week 4, 8, 12

Home learning – recipe research & planning, shopping for ingredients, revision

Examinations – week 13

Conferencing/MAD time

After each deep marking & throughout if additional work is marked within this cycle.

Examination feedback given week 14-15

RM & Textiles TERMS

Key assessments-

After Skills Based Project

After final project

End of term test

Deep Marking-

Week 4, week 8, week 12

Home learning – research throughout + Homework 1

Homework 2

Revision, end of term test

Examination – Week 13

MAD time -

After each deep marking & throughout if additional work is marked within this cycle. Examination feedback given week 14-15

Moderation – mid/end of term

Impact *(including next steps...)* By the end of Year 7 it is expected that students are exceeding their minimum target, due to stringent testing and regular marked project outcomes we can assess students and put support measures in place to support students to get where they need to be. Our MAP students are challenged and encouraged think 'how can I make this even better' and 'how can I build on my skills'. Our less able students are supported so enable them to work confidently, the curriculum is adapted where appropriate to suit the needs of our less able students. See (SoL).

Year 7 Curriculum Overview- Subject

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
Health and Safety	Hygiene – washing up skills Hot Chocolate practical assessing hob safety and control	Hygiene importance in the kitchen Whisking Measuring ingredients and understanding equipment	Across KS2 pupils should know: how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source, how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Ensures a safe and hygienic working environment and reduces possibility of unsafe practices which could lead to illness
Sensory Testing	Taste testing smoothies Smoothie Practical	Descriptive words to describe/evaluate food Using senses to identify key elements of food Blending		Awareness of using senses to evaluate food outcomes
Knife Skills	Kitchen equipment Knife skills practical demonstrating different techniques Couscous salad practical	Key equipment Food preparation Combining ingredients		Safe and varied preparation of food ingredients to produce varied outcomes
Fruit	Identify non common fruits Classification of fruits Fruit crumble practical	Broadening understanding of fruit as a food item		Understanding food groups and seasonality importance for future learning

Year 7 (Food Term 1) Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Health and Safety	Students should have awareness of hygiene and how to prevent dangerous practices	How to work safely and hygienically – understand the importance of why this is crucial when they do practical work. How they can plan to tidy up and wash up in the correct order
Health and Safety		Revisit and test prior knowledge through quizzing and questioning. Practical demonstration of where to find all equipment needed to make a hot chocolate. Finding confidence in the kitchen including using the hob safely and whisking as a technique. Some opportunity for improvisation of ingredients and presentation.
Health and Safety		Practical activity – independence (or pairs) follow the recipe and correctly demonstrate safe working. Presentation skills may be shown if planned. sensory testing and evaluation.
Sensory Testing	What our senses are and how we use them Words to describe food characteristics	Using key categories relating to our senses to describe/evaluate food. Building vocabulary around food testing. Activity - Understanding how to ‘taste test’ and document findings to compare items and understand preference.
Sensory testing	Basic skills of food preparation	Practical activity - Demonstration and practical using preparation and hygiene skills. Measuring ingredients, following a method, using a blender, managing time to be able to clean up as required. Gradually building up to using more ingredients and equipment
Knife skills	Can identify some kitchen equipment	Knowledge building of a wider range of equipment they will use in the kitchen. Practical Activity - Knife skills building a wider range of skills when preparing vegetables
Knife skills		Practical demonstration- skills – Combining ingredients (Cous Cous Salad) Varying ingredients encouraged to explore results.
Knife skills		Practical activity – application of skill learned. sensory testing and evaluation.
Fruit	Understanding how fruit fits into our diet and the Eat Well Guide.	Testing prior knowledge – uncommon fruit Classification of fruits

Year 8 Food and Nutrition Year Overview

What is my Learning Journey this year?

Sir John Talbot's school

Matches Academy Trust

What to expect...

Content – Food waste, food labelling, food allergens, chemical raising agents

Assessment – Final outcomes, home learning, written assessment deep marking

Bigger Picture Question – How does food rise?

Heat transfer

What to expect

Content: heat transfer, food commodities – pasta, rice, time planning

Assessment – practical assessment, written assessment

Bigger Picture Question – What materials are effective transmitters of heat?

Food waste, labelling and allergens

Home Learning

Flipped Learning Tasks/
Homework tasks

Your Flipped Learning Tasks/ Homework projects will be on Teams

Homework tasks will also be given as a hard copy

Bigger Picture Questions:-

? How heat affect the food you eat?

Consider, for example, your evening meal before and after heat

Cultural Connections:

What are the food commodities of different cultures?

How have we 'westernised' cultural dishes?

Skills Ladder

How will you step up your skills this year?

Skills

- ☐ Understanding key terms
- ☐ Adapting a recipe
- ☐ Shaping and combining
- ☐ Coating
- ☐ Using setting agencies
- ☐ Using chemical raising agents
- ☐ Sauce making
- ☐ Food safety and hygiene
- ☐ Creating time plans
- ☐ Plan and execution of dishes under time constraints
- ☐ Presentation
- ☐ Recognising strategies for improvement
- ☐ Independence
- ☐ Evaluation

On to
Year 9

The Big Picture: During the course of the year, students in year 8 will experience a diverse, creative and challenging curriculum in Food and Nutrition. They will study theory and practical skills in nutrients, food science and food waste. Students will study and use a range of equipment, ingredients and build upon independence. They will reflect on and evaluate their work. They will also continue to show understanding of how to work safely in the food room.

Year Group:
8

Intent

Unit 1: Macronutrients: This unit will focus on introducing students to more indepth knowledge on Proteins, Fats and Carbohydrates. They will also learn about food commodities (potato and bread). Students will learn key food science terminology and apply this in their practical work.

Unit 2: Food waste, labelling and allergens: This project will build on skills from the previous units to setting skills and shaping and combining. They will also learn about food waste, food labelling and food allergens. Students will develop knowledge of key food science terminology and apply this in their practical work

Unit 3: Heat transfer: This project will introduce students to the science behind heat transfer and introduce more food commodities (pasta and rice). Students will build on knowledge gained in year 7 on timeplanning.

Implementation

The units to be covered :

- Understanding of the different Macronutrients and their use in the body. Awareness of food waste and food labelling. Development of knowledge on allergens. Practical skills will enable students to apply their understanding of chemical processes and develop practical cooking skills.
- LORIC promoted through organizing of tasks, monitoring and use of equipment, use of key words when communicating ideas, peer assessment and communicating feedback to others.
- Independence and thinking skills will be developed with use of WAGOLL examples, asking students to look and find out about successes within their outcomes, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible.
- Home learning will be looking at background subject knowledge linked to the practical outcomes.
- Revision is linked directly to tasks in practical lessons.
- Department WAGOLL wall will be used to celebrate achievements of pupils making excellent progress as well as students attaining high grades. Work will be photographed and presented within the department as well as communication sent home to celebrate success.
- Literacy developed through use and spelling of key words, numeracy developed through weighing out and measuring

Key assessments-

After final project

End of term assessments including practical and written

Live Marking:

Using BRAG/Yellow box marking in lessons

Deep Marking-

In line with faculty policy half termly

Home learning

Research tasks and revision, end of term test

Examination – End of year Exam

MAD time

After each deep marking & throughout if additional work is marked within this cycle.

Moderation – mid/end of term

Autumn Term

Pasta salad

Frittata

Fishfingers

Spring Term

Samosas

Cheesecake

Ginger biscuits

Summer Term

Pasta bake

Savoury rice

Impact

Students can apply chemical processes to produce high quality practical work, assess their practical work and understand the use of success criteria for producing a successful outcome. Student have secure knowledge the three macronutrients and a heightened awareness of food waste, labelling and allergens. Students have established a basic knowledge in the science behind heat transfer.

Students will develop a further grounding of knowledge to take forward and build on in year 9.

Students will acquire further life skills and a grounding in nutrition and health/ food science/food waste.

Year 8 Curriculum Overview- Food

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
Macronutrients	Pasta salad practical Questioning Inquiring Frittata muffins Identification Meal designing Questioning Researching Fishfingers practical	Food commodities Macronutrients Knife skills Food commodities Coagulation Coating and shaping	Across KS2 pupils should know: how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source, how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Feeding into revisiting the Eatwell Guide and Nutritional needs, Food Commodities and Seasonal Foods in Year 9
Food waste, allergens and food labelling	Experimenting Questioning Inquiring Researching Investigation Cheesecake practical Ginger biscuit practical	Gelatinisation Chemical raising agents Real life scenarios Setting skills Dextrinisation Shaping and combining	In	Feeding into Seasonal Food in Year 9, Gelatinisation revisit and Dextrinisation.
Heat Transfer	Pasta bake making Use of specialist equipment Questioning Improvisation Independence Researching Savoury Rice making	Gelatinisation Knife skills Conduction, convection, radiation Food commodities – staple food (oats and rice) Time planning		Feeding into caramelization in Year 9, deeper exploration of Food Commodities, and revisiting of Heat Transfer.

Year 8 (Food Term 1) Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Macronutrients	Late KS2 pupils should also know: that recipes can be adapted to change the appearance, taste, texture and aroma • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health	Exploration of different Macronutrients and what foods belong in which category. Application of knowledge.
Macronutrients		Revisit and test prior knowledge through quizzing and questioning.
Macronutrients		Practical demonstration of application of Macronutrients in a dish. Demonstration of knife skills. Independence and improvisation applied to the recipe. Knife skills (Pasta pot)
Macronutrients		Practical activity – application of independence and improvisation. Application of skills, sensory testing and evaluation.
Vegetables	Across KS1 pupils should know: how to name and sort foods into the five groups in The eatwell plate	Identification and application of different vegetables to create a range of dishes.
Vegetables	that everyone should eat at least five portions of fruit and vegetables every day	Revisit and test prior knowledge through quizzing and questioning.
Vegetables		Practical demonstration of vegetables used to create a dish. Coagulation. Independence and improvisation applied to the recipe. (Frittata Muffins).
Vegetables		Practical activity – application of independence and improvisation. Application of skills. sensory testing and evaluation.
Fish	Across KS2 pupils should know: that food is caught (such as fish) in the UK, Europe and the wider world	Expansion of repertoire and classification. Understanding of key terms and meanings. Knowledge checking.
Fish		Practical demonstration- skills – coating (fishfingers and dip)
Fish		Practical activity – application of skill learned. sensory testing and evaluation.

Year 9 Food and Nutrition Year Overview

What is my Learning Journey this year?

St John Talbot's school

Manches Academy Trust

Cultural Connections:
Different nutritional needs
of different groups
British and International
Cuisines

Skills Ladder

How will you step up your skills this year?

Skills

- ☐ Understanding key terms
- ☐ Adapting a recipe
- ☐ Shortcrust Pastry making
- ☐ Choux pastry making
- ☐ Flaky pastry making
- ☐ Accurately costing
- ☐ Use of specialist equipment
- ☐ Creating sensory star profiles
- ☐ Use of temperature probe
- ☐ Food safety and hygiene
- ☐ Creating time plans
- ☐ Plan and execution of dishes under time constraints
- ☐ Presentation
- ☐ Recognising strategies for improvement
- ☐ Independence
- ☐ Evaluation

On to GCSE

What to expect...

Content – Sensory testing, Fermentation, Caramelisation, Nutritional analysis

Assessment – Final outcomes, home learning, written assessment

Bigger Picture Question – Why is our milk heat treated?

Cereals, pastry, seasonal foods
British and International cuisine

What to expect

Content: Pastry making, Seasonal foods, costing, British and international cuisine

Assessment – Final outcomes, home learning, practical assessment, written assessment

Bigger Picture Question – How are different pastries made

Nutritional needs, Sensory tests, Dairy

Bigger Picture Question:- ? How is flour made?

Consider, for example, your bread. Do you know the process it went through starting as wheat?



Bacteria, Eatwell Guide, Micronutrients

START

What to expect

Content – Bacteria, Eatwell, Micronutrients, Nutritional needs, food commodities,

Assessment Final outcomes, home learning, written assessment

Bigger Picture Question – How is flour made?

Home Learning

Flipped Learning Tasks/
Homework tasks

Your Flipped Learning Tasks/ Homework projects will be on Teams

Homework tasks will also be given as a handout copy

The Big Picture: During the course of the year, students in year 9 will experience a diverse, creative and challenging curriculum in Food and Nutrition. They will study theory and practical skills in nutrition and health, food science and food choice. Students will study and use a range of equipment, ingredients and build upon independence. They will reflect on and evaluate their work. They will also continue to show understanding of how to work safely in the food room.

Year Group:
9

Intent

Unit 1: Bacteria, eatwell guide, micronutrients: This unit will focus on introducing students to more in-depth knowledge on Vitamins and minerals. They will also develop knowledge about the eatwell guide and food commodities, apply this in their practical work.

Unit 2: Nutritional needs, sensory tests, dairy: This project will develop knowledge of key food science terminology and apply this in their practical work. It will build on skills from the previous units for dough making. They will also build on knowledge of sensory testing and dairy.

Unit 3: Cereals, pastry, seasonal foods, British and international cuisine: This project will build on the knowledge established in previous units with dough making. They will also develop their knowledge of food choice through learning about seasonal foods, British and international cuisine and applying this to their practical skills.

Implementation

The units to be covered :

- Understanding of the different Micronutrients and their use in the body. Building on knowledge of the eatwell guide and bacteria. Development of knowledge and application of sensory tests. Practical skills will enable students to apply their understanding of chemical processes and develop practical cooking skills.
- LORIC promoted through organizing of tasks, monitoring and use of equipment, use of key words when communicating ideas, peer assessment and communicating feedback to others.
- Independence and thinking skills will be developed with use of WAGOLL examples, asking students to look and find out about successes within their outcomes, reading and using success criteria to make decisions as well as the use of displays and handouts with instructions to allow students to manage their own pace of working and work as independently as possible.
- Home learning will be looking at background subject knowledge linked to the practical outcomes.
- Revision is linked directly to tasks in practical lessons.
- Department WAGOLL wall will be used to celebrate achievements of pupils making excellent progress as well as students attaining high grades. Work will be photographed and presented within the department as well as communication sent home to celebrate success.
- Literacy developed through use and spelling of key words, numeracy developed through weighing out and measuring

Key assessments-

After final project

End of term assessments including practical and written

Live Marking:

Using BRAG/Yellow box marking in lessons

Deep Marking-

In line with faculty policy half termly

Home learning

Research tasks and revision, end of term test

Examination – End of year Exam

MAD time

After each deep marking & throughout if additional work is marked within this cycle.

Moderation – mid/end of term

Autumn Term

Minestrone soup
Tomato and basil
tart with
shortcrust pastry

Spring Term

Bread making
Pasta making
Chocolate
blancmange

Summer Term

Gougeres
Seasonal fruit tarts

Impact

Students can apply chemical processes to produce high quality practical work, assess their practical work and understand the use of success criteria for producing a successful outcome. Student have knowledge of micronutrients and a heightened awareness of bacteria, eatwell guide and food choice.

Students will develop a further grounding of knowledge to take forward and build on at GCSE.

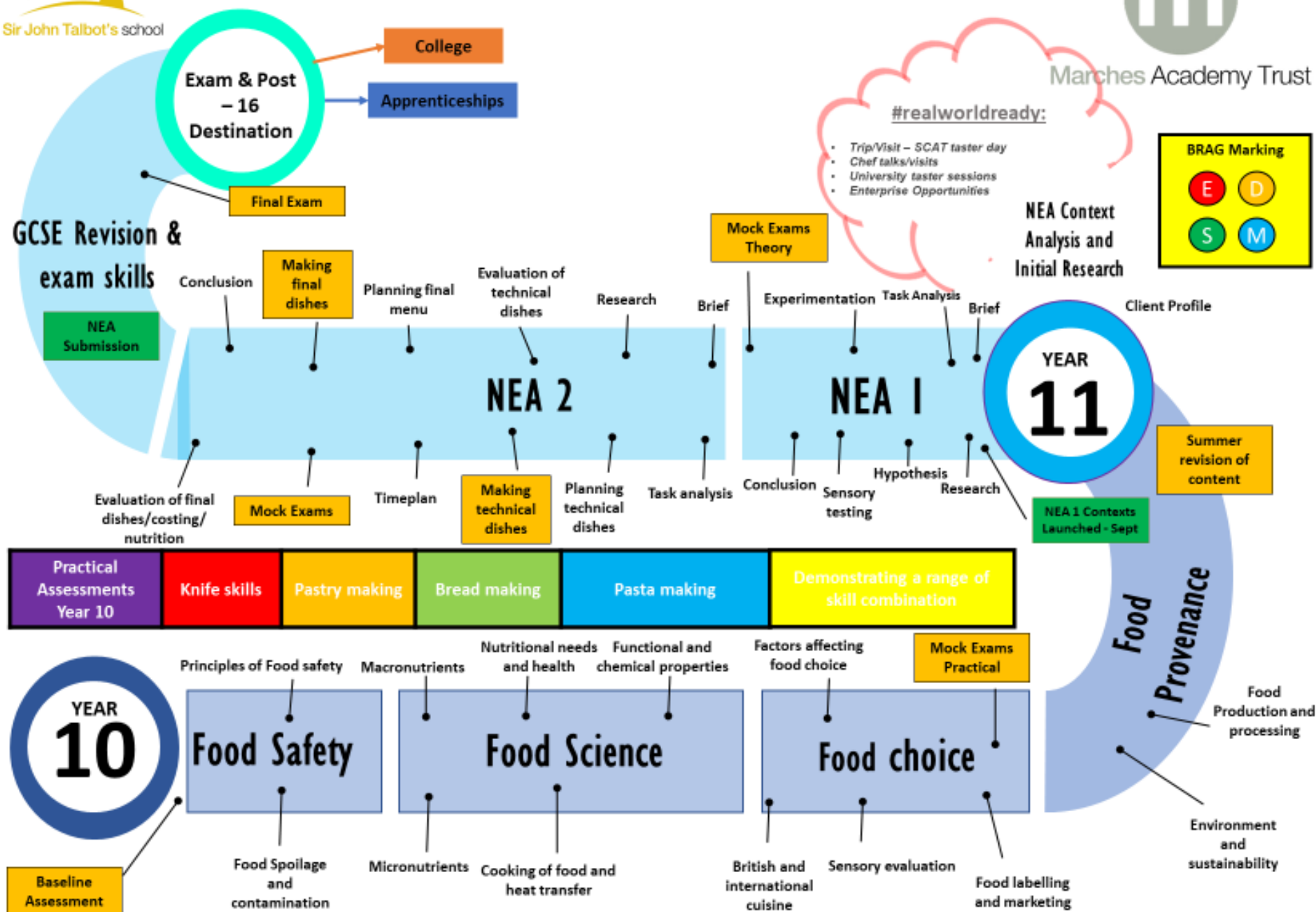
Students will acquire further life skills and a grounding in nutrition and health/food choice/food science/food preparation/food safety.

Year 9 Curriculum Overview- Food

Content Topic/unit name, enquiry question	Disciplinary Knowledge (Skills) Actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for a topic, which is connected into a careful sequence of learning	Prior Learning (KS2)	Future learning (KS3)
Bacteria, Eatwell Guide, Micronutrients	Minestrone soup practical Investigation Improvisation Questioning Research Short crust pastry making Tomato and basil tart practical Bread Roll making	Sources of Bacterial, preventing spread, consequences of bacterial spreading. Vitamins and Minerals, sources and roles they play Understanding of flour types and the source Biological raising agents and how they work Shortening Dextrinisation Gelatinisation Coagulation Knife skills Dough making skills	Across KS1 pupils should know: • how to name and sort foods into the five groups in The eatwell plate • that everyone should eat at least five portions of fruit and vegetables every day In early KS2 pupils should also know: • that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate • that to be active and healthy, food and drink are needed to provide energy for the body. In late KS2 pupils should also know how food is processed into ingredients that can be eaten or used in cooking	Biological raising agents are revisited next term
Nutritional Needs, Sensory Tests, Dairy	Sensory Testing Cheese and onion rolls practical Cinnamon buns practical Nutrition calculating – learning to use a computer program for this Investigation Questioning Learning to use a temperature probe Cauliflower cheese practical	Understanding of tastes and flavours Different types of sensory tests Caramelisation Gluten formation Fermentation Gelatinisation Milk and cheese processing and differences		Sensory testing continues next term
Food Commodities, Seasonal Foods, British and International Cuisines	Pasta making Use of specialist equipment Independence Costings Choux pastry making Flaky pastry making Investigation Improvisation Questioning Timeplanning	Understanding of pasta as a commodity and different shapes and uses Different types of pastry and applications Food choice – influences on this Seasonal foods – meaning, advantages and disadvantages	In late KS2 pupils should also know: that seasons may affect the food available how food is processed into ingredients that can be eaten or used in cooking. In late KS2 pupils should also know: • that seasons may affect the food available.	

Year 9 (Food term 1) Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Bacteria	Across KS1 pupils should know: how to prepare simple dishes safely and hygienically	Classifications and sources, food poisoning symptoms, knowledge check.
Bacteria		Revisit prior knowledge through quiz. Hygienic preparation rules before cooking – mis en place
Bacteria		Practical demonstration of application of good hygiene in a dish. Demonstration of knife skills and gelatinisation. Independence and improvisation applied to the recipe. Knife skills (Minestrone soup)
Bacteria		Practical activity – application of independence and improvisation. Application of skills, sensory testing and evaluation.
Flour	how food is processed into ingredients that can be eaten or used in cooking	Understanding of the grain, what is used for which flours, differences in flours
Antioxidants		What they are, which vitamins are classed as antioxidants, sources of these. Knowledge check through questioning.
Antioxidants		Revisit prior knowledge through quiz. Practical demonstration of application of antioxidants in a dish. Demonstration of pastry making and coagulation. Independence and improvisation applied to the recipe. (Tomato and basil tart)
Antioxidants		Practical activity – application of independence and improvisation. Application of skills, sensory testing and evaluation.
Life stages		Key words – Gelatinisation, shortening, coagulation knowledge check. Different nutritional needs of different life stages.
Life stages		Revisit prior knowledge through questioning and quizzing. Practical demonstration of application life stages knowledge in a dish. Demonstration of dough making and fermentation. Independence and improvisation applied to the recipe in line with Life stage chosen. (Flavoured/alternate flour bread rolls).
Life stages		Practical activity – application of independence and improvisation. Application of skills, sensory testing and evaluation.



The Big Picture: To cover practical skills and exam content in preparation for the NEA's in Year 11

Year Group: 10

Units to be covered: KS3 units will have made reference to all topics in the limited time available.

Food Preparation Skills : *(practical, knife, Fruit ad veg prep, Use of cooker/equipment, cooking methods, preparing, combining and shaping, sauce making, tenderizing and marinating, dough, raising agents, setting mixtures).*

Food Health and Nutrition: *(macronutrients, micronutrients, nutritional needs and health)*

Food Science: *(Cooking of food and heat transfer, functional and chemical properties of food)*

Food Safety: *(Food spoilage and contamination)*

Food Choice: *(Factors affecting food choice, British and International Cuisine, Sensory evaluation, Food labelling and marketing)*

Food Provenance: *(Environmental impact and sustainability of food, food processing and production)*

These skills will be used to support the NEA exams and the written exam paper.

Implementation:

Units will be implemented through the structure of topic booklets which will include note taking and practical activities.

Within these practical activities students will have to think creatively , be organized and work independently.

Home learning will be revision based on class learning. This will be done through GCSE Pod.

WOW moments will come from students learning and successfully applying new skills. Successes will be celebrated through social media and parent bulletin.

Literacy skills are extended through key words present in workbooks and use of subject specific language reiterated throughout the course. Numeracy is used in practicals with weighing and measuring, reducing amounts successfully

Consider your assessment Markers

Identify where the following will take place;

Key assessments
Low stakes testing
Deep marking points
Home learning
Examinations
Conferencing/MAD time
Moderation

Autumn Term: Low stakes testing after each topic. End of term will be a key assessment point with deep marking facilitating data entry.
Home learning to take place before each topic testing and end of term exam.

Spring Term: : Low stakes testing after each topic. End of term will be a key assessment point with deep marking facilitating data entry.

Summer Term: Mock exam. This will be practical in preparation for NEA's.

Impact: Students will have developed knowledge going forward to support NEA's 1 and 2. They have also gained the knowledge required for the written exam

Scheme of Learning YEAR OVERVIEW

The Big Picture: To cover practical skills and exam content in preparation for the NEA's in Year 11

Year Group: 11

Units to be covered: NEA 1, NEA 2, written exam revision. Knowledge gain from topics in Year 10 is necessary to support both the written and practical elements of the NEA's. Research done as part of these Units will support exam revision.

Implementation:

NEA exam paper will be issued and student led research will take place to support the practical activities required. Students will have clear support and writing frames to assist with research elements.

Within these NEA activities students will have to think creatively, be organized and work independently.

Home learning will be revision based on class learning. This will be done through GCSE Pod. WOW moments will come from students research and successfully applying new knowledge.

Successes will be celebrated through social media and parent bulletin.

Literacy skills are extended through the use of subject specific language required in the research.

Numeracy is used in practicals with weighing and measuring, reducing amounts successfully

Consider your assessment Markers

Identify where the following will take place;

Key assessments
Low stakes testing
Deep marking points
Home learning
Examinations
Conferencing/MAD time
Moderation

Autumn Term: End of term will be a key assessment point with deep marking of NEA 1 facilitating data entry.

Spring Term: : End of term will be a key assessment point with deep marking of NEA 2 facilitating data entry.

Summer Term: Low stakes testing and practice papers in preparation for the written exam. Home learning to take place alongside this facilitated by GCSE Pod.

Impact: Previous knowledge gained will support NEA's and help structure research. Further knowledge gained and revisited during the NEA's will support the written exam paper.