

Food Technology Curriculum Map

<p>Intent:</p> <ul style="list-style-type: none"> To help children and young people to develop the skills and knowledge to make and implement healthy food choices. To have the confidence and ability to prepare, cooking and store food independently. <p><i>Core competences for children and young people aged 5-16 years: A framework of skills and knowledge around food, diet and physical activity British nutrition foundation</i></p>	<p>Intrinsic Subject Value</p> <p>Having the knowledge and confidence to independently cook, modify and adapt recipes will enable all students to make healthy choices about their nutrition and ensure they are able to meet their own and others dietary requirements. An awareness and understanding of the social and environmental impact of food production will allow students to make informed judgements regarding the impact of their food choices.</p>
<p>KS2 Food Curriculum</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet – using the Eatwell Guide prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques – Bread, sandwiches, salads understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>KS3 Food Curriculum</p> <ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients. <p><i>Gov.uk KS2 and KS3 framework for Food Technology</i></p>	<p>Food Themes that run through the curriculum</p> <ul style="list-style-type: none"> Nutrition – Food, Drink and Health food choice – Food origins Food labelling food safety Food preparation and cooking skills

Food Health & Safety – Intro to the Kitchen
Rationale:
 This introduces pupils to the practical and theoretical aspects of the kitchen.
 Expectations and conduct within a practical room

Substantive Knowledge:
 food safety
 -Where to find equipment and how to safely use and wash up equipment.
 -How to safely prepare, cook and store food.

Food preparation and cooking skills
 -How to weigh and measure ingredients accurately
 How to prepare vegetables using the bridge and claw techniques.
 How to accurately cut vegetables to even size, slice and dice (brunoise macedoine, julienne baton)
 How to test food is cooked correctly

Disciplinary Knowledge:
 Basic food hygiene essential skills to work hygienically in a kitchen
 Basic food safety skills to work safely in a kitchen
 Being able to spot hazards and how to make them safe.

Prior learning / retrieval:
 Health & Safety – this will link from KS2 – recap washing your hands, keeping safe, good hygiene practices, safety in the classroom,
 How to use equipment safely recap how to use weighing scales, knife skills and safety

Links to KS3 NC:
 Preparing & storing foods – predominately savoury
 Select and use appropriate equipment safely when preparing and cooking foods
 Name, taste & prepare and wide range of ingredients

Disciplinary literacy:
 CSI Investigation linking to:
 What is good Hygiene
 What is a hazard
 What is good safety
 Practical weighing and measuring

Formative Assessment
 Key words retrieval
 Pickers

Summative assessment:
 Multiply choice quiz – H&S in the kitchen
 Practical assessment – Rainbow salad

Crudit 
 Pizza toast
 Rainbow salad

Introduction to Food and Nutrition
Rationale:
 Introduction to Nutrition, what are the 5 main nutrients, What foods are these found in, function in the body.
 Basic food adaption to improve the health of a meal.

Substantive Knowledge:
 Nutrition – Food, Drink and Health
 The Eatwell Guide Function in the body, food sources
 Macro nutrients – fat, protein, carbohydrates
 Micro nutrients – vitamins A,C,D,E,K , minerals – Calcium, iron, sodium, Importance of water in the body

Food labelling –
 nutrients in food, modifying dishes to make it healthier
 Identify traffic light system & making informed choices
 Identifying Kcal and KJ – energy in food

food safety
 Using the oven, hob and grill safely, how to wash up safely
 How to use kitchen utensils safely

Food preparation and cooking skills
 Identification of kitchen utensils
 Bridge and claw
 Grating, peeling, slicing, dicing
 Rubbing in, combining, melting
 Grilling, baking

Disciplinary Knowledge:
 Where do you find nutrients, what foods are high in these nutrients, what is the function in the body
 Portion sizes and balancing your diet
 What to drink and why

Prior learning / retrieval:
 Introduction to the Eatwell Guide – Recap from KS2 – what is a healthy balanced diet, food groups, identifying foods from plant and animals.
 What foods do you find macro and micro nutrients in.

Links to KS3 NC:
 The importance of a healthy balanced diet
 Nutrients needed for a balanced diet & what foods contain these

Disciplinary literacy:
 Macro and micro nutrients, the importance of water
 Energy in the body, Kcal and KJ

Formative Assessment
 Key words retrieval
 Pickers

Summative assessment:
 Practical assessment – mincemeat tarts
 Short answer questioning – nutrition

Apple crumble
 Potato wedges & dip
 Granola bar
 Mincemeat tarts

The Science of Cooking
Rationale:
 Why do we cook our food?
 How does heat cook our food, Introduction to heat transfer

Substantive Knowledge:
 Nutrition – Food, Drink and Health
 Function of ingredients and nutrients within these ingredients.
 Adapting recipes to change the characteristics of food.

Food labelling
 Reading the food labels – how to re heat food, identifying microwave and oven cooking

food safety
 Using the correct equipment and utensils to cook our food safely
 How to reheat food safely

Food preparation and cooking skills
 Knowing how to check if our food is cooked. Understanding the implications of under cooking and overcooking food

Disciplinary Knowledge:
 How does science effect how food is stored, cooked and eaten, different cooking methods, heat transfer to cook food
 Science experiment the function of ingredients in food- What is the function of sugar in cakes

Prior learning / retrieval:
 Heat transfer – science lessons
 Using the oven, hob and grill to cook food

Links to KS3 NC:
 Methods of cooking foods safely
 Foods provide different substances required for health namely nutrients

Disciplinary literacy:
 Conduction, convection, radiation
 Insulator, conductor of heat
 How ingredients effect your food
 Scientific investigation – sugar in your food

Formative Assessment
 Key words retrieval
 Pickers

Summative assessment:
 Heat transfer multiply choice quiz
 Independent research science investigation – research paragraph
 Independent cooking: Dutch apple cakes, cheese scones, bread rolls

Dutch apple cake
 Cheese scones
 Bread rolls
 The function of sugar in cakes

Food Provenance
Rationale:
 Why do we choose the food we eat? Exploring religious, ethical and moral food choice, where does our food come from, how to read a food label, what to look for when shopping

Substantive Knowledge:
 Nutrition – Food, Drink and Health
 Modifying meal for different age & dietary groups
 Identifying healthy ingredients

food choice – Food origins
 Vegetarian, vegan, Muslim, Christian
 Seasonal foods
 What food is grown, reared and caught

Food labelling
 Red tractor, organic, Fairtrade, British – making informed choices
 What is mandatory on a food label

food safety
 How to store food safely – chilled, cooked, non-perishable

Food preparation and cooking skills
 Sweating, Boiling, simmering
 Saut ing, marinating,

Disciplinary Knowledge:
 Where does our food come from – primary, secondary
 Seasonal foods – UK grown foods
 Food poverty, food security
 Reducing food waste – reuse, recycle, reduce
 Reading labels – use by and best before

Prior learning / retrieval:
 Pizza toast – using ingredients from the fridge
 Apple crumble – seasonal fruit. Reading labels

Links to KS2 NC:
 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Disciplinary literacy:
 Food provenance
 Informed food choice through diet & moral ethics

Formative Assessment
 Key words retrieval
 Pickers

Summative assessment:
 Practical assessment –pasta and tomato reduction,
 vegetable fajitas,
 seasonal soup,
 Chicken & vegetable Kebabs
 Fruit & Vegetable Smoothies
 Egg fried rice
 Pasta with tomato reduction

Essential knowledge
 Difficult Knowledge

Safe Preparation and Cooking of Food

Rationale:

Good food hygiene and health and safety when buying, storing and cooking food.

Substantive Knowledge:

food safety – food safety hazards, chemical, physical, Microbial, allergen

High risk and low risk food – identifying food poisoning staphylococcus, salmonella

Food labelling – allergens

Food preparation and cooking skills

Preparing, cooking and storing a variety of high and low risk foods, checking foods are cooking

Preparing and cooking multistep recipes. Preparation and cooking of meals

Disciplinary Knowledge:

Identifying different types of food hazards and how to make safe.

Understanding the principals of cleaning, preventing cross-contamination chilling and cooking food.

Bacteria and cross contamination prevention

High risk groups

Safe storage and cooking of food

Prior learning / retrieval:

Building on year 7 teaching, recap on basic hygiene and safety in the kitchen

What is a hazard and how to make safe

Links to KS3 NC:

Health and Safety KS3 key words

4 C's – cooking, cooling, chilling and cross contamination

Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

Disciplinary literacy:

Chemical, physical, allergen, Microbial food hazards

Cross contamination

Core temperature

staphylococcus, salmonella

Formative Assessment

Key words retrieval

Pickers

Summative assessment:

Multiply choice quiz

Vegetable curry & rice

Sausage, mash, gravy

Carrot cakes

The Function of Nutrients

Rationale:

Building on Healthy Eating advice through the Eatwell Guide for a varied balanced diet and the needs of others.

Substantive Knowledge:

Nutrition – Food, Drink and Health

Carbohydrates – energy and sugar

What is fibre and the importance, modify to increase fibre in the diet

HBV and LBV proteins

Saturated and unsaturated fats

Energy – sugar in drinks

Food labelling Allergen information and intolerances

Fortified foods – nutrients in these foods

food safety

Cross contamination and checking food is correctly cooked

Food preparation and cooking skills

Slice and dice

Julienne, Brunoise, Macedoine,

Knead, moulding, forming and shaping , Sauce making

Raw meat preparation, Whisking,

Disciplinary Knowledge:

Understanding the nutrients in further details, looking at fibre, saturated and unsaturated fats and different types of protein. Function in the body, what foods these nutrients are found in and dietary excess and deficiencies

The importance of energy balance and dietary implications

The importance of water and hydration along with physical exercise to help mental health

Prior learning / retrieval:

Recap from year 7 introduction to nutrition

Supporting maths – recipe costings

Links to KS3 NC:

understand and apply the principles of nutrition and health

cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

Disciplinary literacy:

Carbohydrates – fibre energy, Kcal, sugar, unsaturated / saturated fat, protein

Summative assessment:

Short & long answer assessment

Practical assessment – shortbread

Fish Goujons, wedges and peas

Shortbread

Seasonal Soup

Food Science

Rationale:

How does cooking change the appearance, texture and taste of food
How does cooking methods effect food

Substantive Knowledge:

food choice – Food origins

Food labelling

food safety

Food preparation

Disciplinary Knowledge:

Learning the basic functional characteristics of food to improve the quality of outcomes.

Raising agents – chemical, biological and mechanical of creating rise in food products

How sauces thicken – the use of starch

How products set – protein

Science investigation – raising agents

Prior learning / retrieval:

Building on year 7 knowledge heat transfer

Supporting what is studied in science – photosynthesis, science experiments

Links to KS3 NC:

become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

Understand the source, seasonality and characteristics of a broad range of ingredients.

Disciplinary literacy:

Biological, mechanical, chemical raising agents

Gelatinisation

Protein,

Summative assessment:

Practical cooking

Macaroni cheese

Bread experiment

Irish soda bread

Salad + dressing??

Drop scones

Food Choice

Rationale:

Factors that affect our food choice, through cost, time, advertising, influences around us and our family lifestyle.

Exploring religious, ethical and moral food choice

How food is processed – primary and secondary processing.

Substantive Knowledge:

Nutrition – Food, Drink and Health, dietary modifications for dietary groups to have a healthy balanced diet

food choice – Food origins , moral and ethical choices religious and dietary groups

Food labelling, additives, traffic light system, reading a food label.

Making informed choices based on the food label

food safety

Food preparation and cooking skills

Disciplinary Knowledge:

Understand that people eat or avoid certain foods according to religion, culture, ethical belief, or personal choices.

Be aware that food choice depends on many personal and lifestyle factors, e.g. role models, body image.

Outline the influence of food marketing, advertising and promotion on their own diet and purchasing behaviour.

Know that it is important to be aware of portion size when choosing food and drinks.

How climate change influences our choice of food

Prior learning / retrieval:

Recap from year 7 – vegetarian and vegans, religious influences

Why we choose our food.

Supporting lessons taught in geography – climate change, farming methods

Links to KS3 NC:

Geography - food miles, sustainability, climate change and influences on food.

Yr. 7 – food waste, food poverty, food security

RE – religious diets, diets through choice vegans, vegetarian

Disciplinary literacy:

Vegetarian, vegan foods

Religious diets – Muslim, Hindu, silks, Jewish

Mandatory food labelling

Summative assessment:

Chicken fajitas

Gourmet burgers

Home-made pot noodles

Vegan chocolate brownies

Essential knowledge

Difficult Knowledge

Year 9

NHS Project

Rationale:

To solidify knowledge learnt in years 7 & 8 to independently cook 2 dishes in 2 hours.

Using the key guidelines from the Eatwell guide and Government healthy eating key points

Substantive Knowledge:

Nutrition – Food, Drink and Health

Producing a menu suitable for different dietary groups

Food choice – Food origins

Choosing food and being aware of the quality and price of different foods

Food labelling

Buying ingredients from the supermarkets and reading the labels to make sure that each ingredient is suitable.

Food safety

Storing, preparing, cooking and storing foods to a high standard of hygiene and food safety

Food preparation and cooking skills

Independently cooking 2 dishes in 2 hours using their skills over the last 2 years.

Disciplinary Knowledge:

Analysing what is a balanced healthy diet for different age groups. Identifying key nutrients and foods that provide a good source of these.

Identifying key dietary groups, risk factors and using recipe modification to make healthy balanced meals

Focussing on CHD, diabetes, pregnancy and young children/ the elderly

Prior learning / retrieval:

Year 7 – The Eatwell Guide healthy eating guidance

Year 8 food choice -

Links to KS3 NC:

To able to apply current healthy eating recommendations and understanding of people’s needs to your diet and that of others.

Know why, when and how to make changes to their diet.

Compare cost of foods when planning and cooking at home.

Use of equipment safely

Modify recipes to make dishes more appealing and healthy based on ingredients.

Disciplinary literacy:

CHD, diabetes 2, High blood pressure, 8 tips for healthy eating

Summative assessment:

2 courses in 2 hours suitable for CHD, The elderly, Diabetes and pregnant women

The Science of Perfect Pastry

Rationale:

Investigating the functional characteristics and properties of pastry and breads

Substantive Knowledge:

Nutrition – Food, Drink and Health

Nutrients within the flavours chosen for the pastry.

Being able to modify ingredients to make them healthier.

Food choice – Food origins identifying different flours and quality. The use of different eggs and the colour effect on food.

Food labelling understanding the functional properties of different products and their costs. Modifying and adapting recipes to make the healthier of more cost effective

Food safety

Storing, preparing, cooking and storing foods to a high standard of hygiene and food safety.

Food preparation and cooking skills

Being able to cook shortcrust, choux and rough puff pastry.

Flat breads, bread and enriched bread doughs. Understanding problems within the making and how to resolve to make the product better – sensory properties

Disciplinary Knowledge:

Why are different ingredients used in pastry and how that changes the outcomes?

Identifying the science behind how products rise and why.

Problem solving when pastry and bread fails and recognising why and how to rectify this.

Raising agents – chemical, biological and mechanical.

Using the practical aspect of food to teach the science of food, using a variety of cooking methods and techniques.

Prior learning / retrieval:

Year 8 rising agents

Year 8 sauce making and gelatinisation

Recipe modification to make healthier

Links to KS3 NC:

Use a broad range of preparation techniques and methods when cooking.

Understand the use of good safety practices

Understand that some foods have a high risk of food poisoning

Disciplinary literacy:

Laminating Gelatinisation Rubbing in Coagulation

Summative assessment:

Practical final assessed dish

Their choice of pastry or bread. Independent recipe research and independent cooking and presentation.

In class evaluation and problem solving exam style questions

Google multiply choice quiz to test baking knowledge

Google short answer questions to identify depth of science knowledge.

