

FOOD Curriculum Map



Year 7

Rationale and Links to The National Curriculum

The NC at KS3 for Food sets out that students should be taught to cook and apply the principles of nutrition and healthy eating. It should focus on largely savoury dishes, become competent in a range of cooking techniques and understand the source and seasonality of a broad range of ingredients.

Our KS3 curriculum progressively develops students' confidence and skill in the kitchens through a series of planned knowledge topics and practical cook dishes. They build their independence through the key stage as they learn about diet, health, different cuisines and build some basic culinary skills they can apply at home. Year 7 introduces basic kitchen hygiene and safety, cutting skills and use of the oven and hob. They learn about the Eatwell Guide and the key components of nutrition, including food alternatives and food choice factors.

	Half Term 1	Half Term 2	Half Term 3
Key Topics	- Safety & hygiene in kitchens - Kitchen equipment - Basic knife skills, use of oven & hob - Eatwell Guide & 5 food groups	- Macro & micronutrients - Starchy carbohydrates - Dairy & dairy alternatives	- Protein - Food safety & bacteria - Sensory evaluation - Factors affecting food choice
Substantive Knowledge (The knowledge the students will develop)	- Names and locations of kitchen equipment - Hygiene rules and practices for kitchens - Sensory evaluation terms	- Knowledge of examples and functions of key vitamins & minerals - Main sources and origins of carbohydrate - Effect of heat on starch - Dairy products and alternatives	- sources of protein role in our diet - principles of a vegetarian diet - risk and control of bacteria in food product storage and handling - Main factors affecting peoples food choices
Disciplinary Knowledge (The skills and approaches that students will develop)	- To identify hazards in the kitchen and know how to cook safely - Use of bridge and claw holds and correct colour chopping boards - To prepare & cook: couscous salad - Taste and composition analysis - soup	- To prepare & cook: tomato soup - To prepare & cook: apple crumble - How to make butter - To prepare & cook: pitta pizza	- How to compare the nutritional values of two similar food products – sandwiches - To prepare & cook: fish cakes - Product analysis & comparison using a sensory star chart - To prepare and cook: breakfast muffins - To prepare and cook: stir fry

			• Create and develop own variation on a recipe
Assessment (The methods that teachers will use to assess the progress of all students)	• Eatwell Guide and health meal – feedback + action • Practical cooking skills	• Quick quiz – what Have I learned so far? • Practical cooking skills	• Create a breakfast muffin planning & practical
Reading, Writing and Vocabulary	• Bacteria, Disinfection, Hazard, Contamination, Hygiene	• Simmer, Dextrinisation, Inorganic, Allergens, Grill, Ethical beliefs	• Protein, Carbohydrate, Sensory Characteristics, Annotate, Culture, Social, Environmental, Food preferences
Numeracy	• Measuring ingredients • Timing cooking	• Measuring ingredients • Timing cooking	• Measuring ingredients • Timing cooking
Personal Development	• Hygiene and food safety at home	• Understanding their own healthy diet	• Factors affecting other peoples beliefs and preferences

SUBJECT Curriculum Map



Year 8

Rationale and Links to The National Curriculum

The NC at KS3 for Food sets out that students should be taught to cook and apply the principles of nutrition and healthy eating. It should focus on largely savoury dishes, become competent in a range of cooking techniques and understand the source and seasonality of a broad range of ingredients.

Our KS3 curriculum progressively develops students' confidence and skill in the kitchens through a series of planned knowledge topics and practical cook dishes. They build their independence through the key stage as they learn about diet, health, different cuisines and build some basic culinary skills they can apply at home. In Year 8 we include more functions and properties of food including raising agents, why and how we cook food and the functions of the digestive system.

	Half Term 1	Half Term 2	Half Term 3
Key Topics	•	•	•
Substantive Knowledge (The knowledge the students will develop)	• Examples of food types from the five Eatwell food groups • Role of hydration in our health • Understand energy balance and energy requirements for different activities • Function of raising agents • To know food sensory analysis terms	• To know factors that affect peoples different food choices • To know why we cook food and how different cooking methods employ: conduction, convection and radiation	• How to maintain a healthy diet through food and lifestyle choices • Understand role of fats in the diet • To know how to dispose of food waste appropriately • To understand the function of the organs of the digestive system • Names and functions of key vitamins and minerals
Disciplinary Knowledge (The skills and approaches that students will develop)	• To prepare and cook: savoury rice • To prepare and cook: mini carrot cakes • To modify ingredients and explore how this changes the properties of the food • To carry out food science based experiments •	• To prepare and cook:herby focaccia • To prepare and cook: pizza wheels	• To prepare and cook: pasta bake • To prepare and cook: chilli con carne

Assessment (The methods that teachers will use to assess the progress of all students)	• Energy balance – feedback + action • Practical cooking skills	• Quick quiz – what have I learned so far • Why do we cook food? Feedback + action • Practical cooking skills	• Practical cooking skills
Reading, Writing and Vocabulary	• Macronutrients, Micronutrients, Kilocalories (kcal), Kilojoules (KJ), Hygiene, Biological, Chemical	• Simmer, Dextrinisation, Inorganic, Allergens, Grill, Excretion, Protein, Carbohydrate	• Sensory Characteristics, Annotate, Culture, Social, Environmental
Numeracy	• Calculate energy levels in kCal • Measuring ingredients • Timing cooking	• Measuring ingredients • Timing cooking	• Measuring ingredients • Timing cooking
Personal Development	• Gain understanding of their own choices and achieving a healthy approach to food and lifestyle	• To understand that people's beliefs and preferences and health impact on food choice	• Links to science for functions of the body

SUBJECT Curriculum Map



Year 9

Rationale and Links to The National Curriculum

The NC at KS3 for Food sets out that students should be taught to cook and apply the principles of nutrition and healthy eating. It should focus on largely savoury dishes, become competent in a range of cooking techniques and understand the source and seasonality of a broad range of ingredients.

Our KS3 curriculum progressively develops students' confidence and skill in the kitchens through a series of planned knowledge topics and practical cook dishes. They build their independence through the key stage as they learn about diet, health, different cuisines and build some basic culinary skills they can apply at home. Year 9 tackles diet related health, food additives, labelling and issues surrounding food security.

	Half Term 1	Half Term 2	Half Term 3
Key Topics	Diet and health impacts of food	Food labelling and provenance	- Organic and intensive farming - International cuisine
Substantive Knowledge (The knowledge the students will develop)	- How dietary needs change with life stage - Examples of health and diet related conditions including food intolerance, obesity and diabetes - How food is fortified and the role of food additives	- To know the information required on food labelling and its significance to the purchaser - To understand food provenance: grown reared and caught - To understand impact of food miles	- Organic and intensive farming and the role of automation - What are food security and food poverty, role of food banks
Disciplinary Knowledge (The skills and approaches that students will develop)	- To know how to design and evaluate a healthy daily diet - To understand how to read and interpret food labelling - To prepare and cook: mushroom & bacon risotto - To prepare and cook: cottage pie	- To know how to design and layout effective food packaging for promotional and functional reasons - To prepare and cook: healthy muffins - To prepare and cook: protein flapjacks - To prepare and cook: pasta fiorentina	- To analyse and recognise how economic and social contexts can lead to food poverty - To appreciate the variation in our cuisine from international influences - To prepare and cook: Dutch apple cake - To prepare and cook: savoury tart - To prepare and cook: samosas - To prepare and cook: Thai green curry
Assessment (The	- Practical cooking skills	Health & diet related conditions – feedback & action	Create a dish for a teenager – planning & practical cook

methods that teachers will use to assess the progress of all students)		• Quick quiz – what have I learned so far? • Practical cooking skills	• Practical cooking skills
Reading, Writing and Vocabulary	• Macro, Micro, Nutrient, Coeliac, Lactose, intolerance, Obesity, Cardiovascular, Rickets • Osteoporosis, Decay, Anaemia, Diabetes, Coeliac	• Food Miles, Carbon Footprint, Intensive/ Organic Farming, Food Provenance, Sustainability	• Food Security • Genetically Modified foods
Numeracy	• Measuring ingredients • Timing cooking •	• Measuring ingredients • Timing cooking •	• Measuring ingredients • Timing cooking •
Personal Development	•	•	•

SUBJECT Curriculum Map



Year 10

Rationale and Links to The National Curriculum

At KS4 students follow the AQA Food preparation & nutrition GCSE specification. Through Yr 10 students build their knowledge skill and individual style and creativity through a sequence of cooks whilst also working through a series of theory modules to support their learning. They are encouraged to try out alternatives to recipes to better understand the functions of ingredients and effect of different cooking and preparation methods. They work through sections of exam papers to build exam technique and practice the two NEA formats that they will do in Year 11

	Term 1	Term 2	Term 3
Key Topics	•	•	•
Substantive Knowledge (The knowledge the students will develop)	• Introduction to GCSE course • Eatwell Guide & food groups • Nutritional values and functions • Macro/micro nutrients, food groups and function • Diet, lifestyle & health related conditions • Proteins & carbohydrates • British and international cuisines. • Cultural differences, regional food types • Fats and oils	• Functions and science of ingredients • Cooking methods and heat transfer. • Functional and chemical properties of macronutrients • Food hygiene and safety • Food preparation, storage and bacterial contamination • Micro-organisms, enzymes, and food spoilage • Buying, storing and packaging of food. • Safety and hygiene in preparing, cooking and serving food	• Food choice and provenance • Factors affecting food choice. • Labelling and market influences • Food sources, grown, reared caught. Intensive / organic farming, GM, role of automation • Fairtrade products • Fortification, additives & • Environmental aspects of food production and processing. •
Disciplinary Knowledge (The skills and approaches that students will develop)	• 12 preparation skills • More complex preparation & cooking skills • Sensory evaluation Practicals: • Chicken Fajitas	• NEA 1 practice – food investigation (e.g. sauces, raising agents, emulsions) • Making fresh pasta & sauces Practicals: • Lasagne • Homemade pasta dish	• Bread making – role of gluten • Food presentation and styling • Menu planning Practicals: • Bread rolls • Focaccia

	• Jamie's flat breads • Fish pie • Fish cake • Carrot cakes Courgette muffins • Roast mediterranean tart • Smoked mackerel pate • Crunchy watercress and orange salad	• Layered dessert • Swiss roll for trifle • Apple and raisin muffins NEA 2 practice • Beef burgers • Mayonnaise • Kebabs •	• Stuffed bread plait Lemon meringue pie • Profiteroles • Lemon drizzle cake
Assessment (The methods that teachers will use to assess the progress of all students)	• Diet & lifestyle • Recall, retention tasks • Cooking practicals • Macro & micro nutrients • Recall, retention tasks • Cooking practicals	• NEA 1 practice task • Recall, retention tasks • Cooking practicals • Food safety & hygiene • Recall, retention tasks • Cooking practicals	• NEA 2 practice task • Recall, retention tasks • Cooking practicals • End of year exam
Reading, Writing and Vocabulary	• Vitamin & mineral types • Diet related health conditions • Kitchen & food processing equipment	• Cooking methods, conduction, convection & radiation • Bacteria types, enzymes, food storage methods	• Food provenance, intensive, organic, GM • Processed foods, additives, shelf life
Numeracy	• Measuring ingredients • Timing cooking •	• Measuring ingredients • Timing cooking •	• Measuring ingredients • Timing cooking •
Personal Development	• Better understanding of importance of diet and healthy lifestyle	• Practising skills for NEA 1 assessment •	• Practising skills for NEA 2 assessment • Exam technique preparation • Social and economic impacts on peoples food choices

SUBJECT Curriculum Map



Year 11

Rationale and Links to The National Curriculum
At KS4 students follow the AQA Food preparation & nutrition GCSE specification. In Year 11 students complete two NEA assessments which contribute 50% of the final mark. The first is NEA 1 – food investigation where students investigate and test a scientific principle of food through a series of experimental cooks. The NEA 2 involves students researching a particular context then carry out a series of practice cooks before a final cooking assessment where they create three dishes in a three hour window. These are completed by Easter and are followed by more intensive preparation and revision for the summer exam

	Term 1	Term 2	Term 3
Key Topics	NEA 1 – Food investigation	NEA 2 - Food preparation	Exam technique and preparation
Substantive Knowledge (The knowledge the students will develop)	Research into the NEA 1 – food investigation context	- Research into the NEA 2 - Food preparation context	Revision of topics for the exam
Disciplinary Knowledge (The skills and approaches that students will develop)	NEA 1 – Food investigation Food science investigation on AQA context - Research and technical skills - Practical food experiments, recording & analysing data - Analysis & presentation skills	- NEA 2 - Food preparation - Research, practice technical skills, time planning, presentation & food styling - NEA practical assessment, nutritional & sensory evaluation. - Exam preparation	- Exam technique and preparation
Assessment (The methods that teachers will use to assess the progress)	Mock 1	Mock 2	Final exam

of all students)			
Reading, Writing and Vocabulary	• Presentation of NEA 1as food investigation report - Word	• Presentation of NEA 2 as power point portfolio	• Exam skills & note taking
Numeracy	• Measuring ingredients • Timing cooking	• Measuring ingredients • Timing cooking • Planning & sequencing cooks	• Numeracy exam examples
Personal Development	• Managing NEA investigations	• Planning and preparing complex dishes independently	• Exam technique and confidence