

Food Technology Curriculum Map



Key knowledge and skills to be mastered

	<u>Learning Period 1/2: Autumn Term</u>	<u>Learning Period 3/4: Spring Term</u>	<u>Learning Period 5/6: Summer Term</u>
<u>Year 7</u>			
Topic title	Basic Cookery Skills	Doughs: Pre-made dough and biscuits	Sweet Dishes: Seasonal Foods
Key questions	<ul style="list-style-type: none"> • How can I work safely in a kitchen? • Can I weigh and measure ingredients? • Can I safely use knives? • How can I have a balanced diet? • Why is breakfast an important part of the day? • How can I get energy for the day? 	<ul style="list-style-type: none"> • What is puff pastry? • How does puff pastry work? • How are doughs made? • How can we make doughs crumbly? 	<ul style="list-style-type: none"> • What are seasonal foods? • What dishes can I cook with seasonal foods? • Why do my fruits go brown when I am cooking with them? • How can I prevent fruits from turning brown when cooking?
Key knowledge and concepts	<ul style="list-style-type: none"> • Basic health and safety concepts • How to use the cooker/hob • How to use a set of scales accurately • How to safely and hygienically tidy the kitchen 	<ul style="list-style-type: none"> • What is a dough? • How to shape pastry effectively • Effective use of knives • What is rubbing in? • How to use rubbing in • How rubbing in shortens mixtures 	<ul style="list-style-type: none"> • Seasonality of fruits and vegetables • The impact of importing fruits and vegetables • Cooking with fruits • Preventing enzymic browning
Skills	<ul style="list-style-type: none"> • Knife skills. • Weighing • Use of cooker (baking/roasting) • Use of equipment • Preparing fruit and vegetables 	<ul style="list-style-type: none"> • Shaping dough • Use of the cooker (Baking and grilling) • Glazing • Knife skills. • Rubbing in • Time planning/Following a time plan 	<ul style="list-style-type: none"> • Preparing fruit • Preventing enzymic browning • Using equipment (Whisk) • Cake making methods.

Assessment & Educational Visit Opportunities	Formative verbal assessment 1:1 Feedback Summative (independent making task)	Formative verbal assessment Summative assessment (storyboard planning and practical)	1:1 Feedback Formative verbal assessment
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<u>Key knowledge and skills to be mastered</u>			
	<u>Learning Period 1/2: Autumn Term</u>	<u>Learning Period 3/4: Spring Term</u>	<u>Learning Period 5/6: Summer Term</u>
<u>Year 8</u>			
Topic title	Food Safety: Safety in the Kitchen	Doughs: Shortcrust pastry and breads	Sweet Dishes: Cake Making and Aeration
Key questions	<ul style="list-style-type: none"> • What healthy snacks can I prepare for myself throughout the day? • How can I use different cooking methods to produce healthy snacks • How can I use evaporation to thicken liquids 	<ul style="list-style-type: none"> • What is gluten? • What is shortcrust pastry? • How is shortcrust pastry made? • Why is shortcrust pastry crumbly? • What is bread dough? • How is bread dough made? • Why is bread dough Stretchy? • How does yeast work in a bread? • What is the difference between bread and shortcrust pastry? 	<ul style="list-style-type: none"> • How can I force air into foods? • What is the benefit of aerating foods? • How does air become trapped in foods? • What ingredients trap air? • What dishes can be aerated?
Key knowledge and concepts	<ul style="list-style-type: none"> • Understanding the difference between cooking methods • Understanding how some cooking methods can be healthier than other cooking methods • Using cooking methods to make a variety of different foods 	<ul style="list-style-type: none"> • Shortcrust pastry making • Shortening using rubbing in • Lining tins • Bread making • Kneading to stretch gluten strands. • Proving 	<ul style="list-style-type: none"> • Aeration of eggs and other proteins • Making whisked sponges • Folding, sieving • Stabilising whisked mixtures

Skills	<ul style="list-style-type: none"> • Vegetable prep • Knife skills. • Use of the cooker (Hob) • Use of equipment (Frying pan) • 	<ul style="list-style-type: none"> • Shortcrust pastry making • Rubbing in (Shortening) • Lining tins • Bread dough making • Kneading • Shaping • Flavouring dough 	<ul style="list-style-type: none"> • Aerating • Cake Making (All-in-one/Whisked) • Rolling sponges • Stabilising mixtures using sugar. • Evaluating dishes and suggesting improvements
Assessment & Educational Visit Opportunities	Formative verbal assessment (1:1 feedback) Summative assessment (storyboard plan and practical assessment)	Formative verbal assessment Summative assessment (Written planning task and practical task)	Practical Assessment

Key knowledge and skills to be mastered

	<u>Learning Period 1/2: Autumn Term</u>	<u>Learning Period 3/4: Spring Term</u>	<u>Learning Period 5/6: Summer Term</u>
<u>Year 9</u>			
Topic title	Food Safety: Safe use of Cooking methods	Doughs: Bread dough and enriched doughs	Sweet Dishes: Functions of eggs and setting liquids
Key questions	<ul style="list-style-type: none"> • What is shaping? • How can I shape mixtures safely to prevent cross contamination? • What is a reduction sauce? • How do I thicken a reduction sauce? • What is a starch-based sauce? • How do I thicken a starch-based sauce? 	<ul style="list-style-type: none"> • How can I use ingredients to change the texture/flavour of a bread dough? • Why is using wholemeal produce beneficial? • What is an enriched dough? • What ingredients are used to enrich dough? • What are some examples of enriched doughs? • What are the benefits of enriching dough? 	<ul style="list-style-type: none"> • How do eggs change when I cook them? • Why do eggs change when I cook them? • Can I use eggs to change the texture of foods? • What dishes can I make by cooking eggs? • What is gelatine? • How can I use gelatine to set mixtures?

Key knowledge and concepts	<ul style="list-style-type: none"> • What micronutrients are and the job they do in the body? • Difference in need between age groups 	<ul style="list-style-type: none"> • How seeds can be used to change the texture of a dough • The benefit of eating wholemeal foods • How to enrich dough and why we might choose to enrich doughs 	<ul style="list-style-type: none"> • What is meant by setting • What ingredients can set mixtures • How eggs set mixtures • What gelatine is • How gelatine sets mixtures.
Skills	<ul style="list-style-type: none"> • Shaping wet mixtures • Using protein alternatives • Sauce making (Reduction and starch) • Layering dishes • Adjusting flavour using herbs and spices 	<ul style="list-style-type: none"> • Bread dough making (wholemeal) • Shaping dough (bloomer) • Enriching dough • Using Chemical raising agents to make dough 	<ul style="list-style-type: none"> • Cooking eggs • Pastry making • Setting by removing heat • Setting using gelatine • Aerating eggs • Control of heat (bain marie)
Assessment & Educational Visit Opportunities	Formative verbal assessment (1:1 feedback) Summative assessment (practical cooking assessment)	Formative verbal assessment Summative assessment (Written planning task and practical assessment)	Practical Assessment

Year 10					
Term 1: Food Safety	Term 2: Food, Nutrition and Health	Term 3: Planning Balanced Diets	Term 3: Planning Balanced Diets	Term 5: Food Choice	Term 6: Food Provenance

<ul style="list-style-type: none"> • How can we buy, store, and cook food safely? • How can we prevent cross contamination? • How do microorganisms survive? • How can we prevent microorganism growth? • What is food poisoning? • What are the different types of microorganism? • How are microorganisms used in food? 	<ul style="list-style-type: none"> • What are macro/micronutrients? • What are the functions of macro/micronutrients? • What are the sources of macro/micronutrients? • What are minerals? • What are the sources of minerals? • How do nutritional needs change through life? • How do we nutritionally analyse recipes? 	<ul style="list-style-type: none"> • Why is food cooked? • How is heat transferred? • How do different cooking methods affect foods? • What are the molecular properties of protein? • What are the molecular properties of carbohydrates? • What are the molecular properties of fat? • How do raising agents work? 	<ul style="list-style-type: none"> • What influences food choices? • What are the dietary requirements of different age groups? • What are the different ethical food choices? • What information must be included on food labels • How to evaluate foods? 	<ul style="list-style-type: none"> • What are the benefits of local/seasonal foods? • What are GM foods? • What are the benefits and negatives of GM foods? • What is the environmental impact of food? • What is food security? • How can we improve food security? • How is food processed? • How is milk heat treated? • How is cheese produced? 	<ul style="list-style-type: none"> • How do I respond to questions on exam papers? • What practical skills can I demonstrate? • How do I time plan before preparing a dish?
<ul style="list-style-type: none"> - Safely storing, preparing, and cooking food - Preventing cross contamination - Microorganisms (growth, different types, uses, and preventing growth) 	<ul style="list-style-type: none"> - macronutrients (sources, function, deficiency) - Micronutrients (sources, function, deficiency) - Nutritional needs through life -Analysing nutritional content 	<ul style="list-style-type: none"> - Properties of heat transfer - Properties of protein -Properties of carbohydrates - Properties of fat -Function of raising agents 	<ul style="list-style-type: none"> • Influences on food choice • Religious dietary requirements • Ethical food choices • Food labelling • Sensory evaluating food 	<ul style="list-style-type: none"> - Seasonal and local food (meaning, importance, and impact on the environment) - GM Foods (definition, benefits, negatives, and impact on the environment) - Food security (definition, impact on the environment) - Food production (primary and secondary processing) 	<ul style="list-style-type: none"> - Exam technique - Practical skill and how to develop skill level in dishes - time planning

<ul style="list-style-type: none"> -General practical skills -Knife skills -Cooking methods -Prepare, combine, and shape -Tenderise and marinate -Raising agents <ul style="list-style-type: none"> -Setting mixtures 	<ul style="list-style-type: none"> -Nutritionally analysing recipes -General practical skills -Knife skills -Use of the cooker -Cooking methods -Prepare, combine, and shape -Dough -Raising agents -Setting mixture 	<ul style="list-style-type: none"> -General practical skills -Use of the cooker -Cooking methods -Sauce making -Dough -Raising agents -Setting mixtures 	<ul style="list-style-type: none"> -General practical skills -Knife skills -Preparing fruit and vegetables Use of equipment -Use of the cooker -Sauce making -Dough 	<ul style="list-style-type: none"> -General practical skills -Knife skills -Use of the cooker -Preparing fruit and vegetables -Raising agents 	<ul style="list-style-type: none"> -General practical skills -Use of equipment -Cooking methods -Sauce making -Dough -Raising agents -Setting mixtures
<ul style="list-style-type: none"> Mid-year practical assessment Pre-requisite knowledge test End of topic test Formative verbal feedback 	<ul style="list-style-type: none"> Pre-requisite knowledge test End of topic test Formative verbal feedback 	<ul style="list-style-type: none"> Pre-requisite knowledge test End of topic test Formative verbal feedback 	<ul style="list-style-type: none"> Pre-requisite knowledge test End of topic test Formative verbal feedback Trip- Southampton City College restaurant visit 	<ul style="list-style-type: none"> Pre-requisite knowledge test End of topic test Formative verbal feedback 	<ul style="list-style-type: none"> Mock exam

Topic title	GCSE NEA 1 Investigate the functional and chemical properties of ingredients	GCSE NEA 2 Plan, prepare, cook & present a range of dishes	GCSE NEA 2 Plan, prepare, cook & present a range of dishes	GCSE Food Preparation and Nutrition Revision	GCSE Food Preparation and Nutrition Revision
Key questions	<ul style="list-style-type: none"> - What is NEA 1? - How do we complete NEA 1? - How do we investigate? - How do we analyse investigation results? 	<ul style="list-style-type: none"> - What are the key components of my chosen brief? - What possible dishes could I cook? - What skills can I demonstrate? 	<ul style="list-style-type: none"> • How can I develop technical skills for my final exam? • How do I plan to cook my final dishes in the most efficient way? 	<ul style="list-style-type: none"> • What content do I need to know for my exam? • How can I revise effectively? • How do I respond to exam questions? 	<ul style="list-style-type: none"> • What content do I need to know for my exam? • How can I revise effectively? • How do I respond to exam questions?
Key knowledge and concepts	<ul style="list-style-type: none"> - Carrying out secondary research - Conducting investigations - Collating results 	<ul style="list-style-type: none"> - Carrying out secondary research - Practical skills 	<ul style="list-style-type: none"> - Justifying final dishes - Time planning - Preparing, cooking, and serving three dishes 	<ul style="list-style-type: none"> - Exam question technique - Subject content 	<ul style="list-style-type: none"> - Exam question technique - Subject content
Skills	<ul style="list-style-type: none"> - Conducting investigations - Gathering results - Analysing results 	<ul style="list-style-type: none"> - Demonstrating practical skills - Researching chosen brief 	<ul style="list-style-type: none"> - Time planning - Demonstrating practical skills 	<ul style="list-style-type: none"> - Exam question technique 	<ul style="list-style-type: none"> - Exam question technique
Assessment & Educational Visit Opportunities	Controlled assessment Practical investigation	Demonstrating practical skills Mock Exam	Final practical exam	Formative knowledge checks Exam question feedback	Formative knowledge checks Exam question feedback