**Curriculum Map Year 7 Food Curriculum Map 2022 – 2023**

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|  | **Term 1** | | | **BLOCK 2** | | | **BLOCK 3** | | |
|  | **Half Term 1** | **Half term 2** | | **Term 3** | **Term 4** | | **Term 5** | |  |
| **Dates** | 1st September – 21st October | 31st October – 22nd December | | 9th January –10th February | 20th February – 31st March | | 17th April – 26th May | | 5th June – 21st July |
| **Weeks** | 8 Weeks | 8 Weeks | | 5 Weeks | 6 Weeks | | 6 Weeks | | 7 weeks |
| **Lessons** | Mock exams: Y11 and 13 W/B 21st November, 10 weeks in. (9 days) | | | AP1:Y7-10 and 12. W/B Jan 16th, 16 weeks in (2 lesson assessment) | | | AP2:Y7-9 W/B June12th, 16 weeks from AP1. (2 lesson assessment)  Mock exams: Tues 4th July (provisional depending on external exam dates)  ( | | |
| **Inset** | 1S September, 2nd September 23rd December (School Closed) | | | 4th, 5th & 6th January | | |  | | |
| **Unit Title** |  | | |  | | |  | | |
| **Sequence** | Food safety - Kitchen Hygiene, Kitchen Hazards Washing Up,,  Personal Hygiene  Hattie  Skills Focus  **Using the cooker** (hob) – Practical Hot Choc  **Using the grill**  Practical Croque Monsieur  **Knife Skills preparation of vegetables, vegetable cuts**  Practical Coleslaw  Practical – Hot Chocolate, Croque Monsieur , coleslaw | | Food Provenance  Wheres does food come from  How is food reared  How is food transported  **The Eatwell Guide - Nutrients**  Practical Pasta Salad  Eat Well Guide  Practical Quorn Stir fry  Practical - Xmas Cookies  AP1 assessment  Cutting Techniques/Knife Skills | Food Commodities  Fruit  **Practical fruit Crumble**  Fruit Scones  Skills Focus  Knife Skills  Preparation of fruit and veg  Practical – Vegetable Cuts ( AP1),Fruit Crumble, Fruit Scones | | Food Commodities  Potatoes and Vegetables  Practical Loaded Potatoes  Vegetable Curry  Skills focus  Knife skills  Weighing and Measuring  Baking  Sautéing Simmering  Practical –Loaded Potatoes, Vegetable Curry | Food Provenance  Using Seasonal foods  Food Choice  Sensory Evaluation  Practical Sensory Evaluation  **Practical Eton Mess, Cauliflower Cheese , sensory evaluation** | Food Commodities  Soya, Tofu, Beans , nuts and Seeds  **Quorn Chilli and Rice**  Soya, Tofu, Beans , nuts and Seeds  AP 2 Assess Practical – Scone dough Pizza | |
| **Key Building Blocks** | Food safety  Kitchen Hygiene  Kitchen Hazards  Washing Up  Personal Hygiene and organisation (HATTIE) Skills Focus General practical skills  Using the cooker  Using the Grill  Knife skills Food Nutrition and Health Why is fruit an important part of the diet  Macro Nutrients Protein, functions, food sources – Protein alternatives  Food Commodities  Fruit  Potatoes and Vegetables | | | Food safety  Kitchen Hygiene  Kitchen Hazards  Washing Up  Personal Hygiene and organisation Skills Focus General practical skills  Using the cooker  Knife skills  Sautéing  Simmering Food Nutrition and Health Why is fruit an important part of the diet  Food Commodities  Fruit  Potatoes and Vegetables | | | Food safety  Kitchen Hygiene  Kitchen Hazards  Washing Up  Personal Hygiene and organisation Skills Focus General practical skills  Using the cooker  Shaping  Knife skills  Weighing  Measuring  Grating  Whisking  Sauce Making Food Nutrition and Health Macro Nutrients Protein, functions, food sources – Protein alternatives  Food Commodities  Soya, Tofu, Beans , nuts and Seeds  Food Choice  Sensory Evaluation - Tasting  Food Provenance  Using Seasonal foods | | |
| **Retrieval Practices** | Do Now activities  Knowledge check quizzes  Interleaved themes Practical assessment | | | Do Now activities  Knowledge check quizzes  Interleaved themes Practical assessment | | | Do Now activities  Knowledge check quizzes  Interleaved themes Practical assessment | | |
| **Skills** | General practical skills  Knife skills  Preparing vegetables  Using a peeler  Practical Skills – Baking , sauce making , dough making , shaping , portioning  Health and safety  Knife Skills  Weighing  Measuring  Using the hob  Using the oven  Using the grill | | | Cooking Skills  Baking  Preparing fruit  Using the hob  Using the oven  Using the grill  Using a peeler  Practical Skills – Baking , sauce making , dough making , shaping , portioning  Health and safety  Knife Skills  Weighing  Measuring | | | * Weighing and measuring * Chopping and slicing * Shaping * Peeling * Whisking * Melting * Rubbing in method * Sieving * Segmenting * Hydrating * Blending * Deboning * Portioning * Filleting * Following good hygiene and good safety practice   Using specialist equipment | | |
| **Literacy** | Written & Oral communication  Vocab development | | | Written & Oral communication  Vocab development | | | Written & Oral communication  Vocab development | | |
| **Numeracy** | Measuring , weighing  Time Planning , Ratio  Multiplication , Division , Costing | | | Measuring , weighing  Time Planning , Ratio  Multiplication , Division , Costing | | | Measuring , weighing  Time Planning , Ratio  Multiplication , Division , Costing | | |
| **Formative Assessment** | Whole class Feedback  Teacher feedback  Student Book | | | Whole class Feedback  Teacher feedback  Student Book | | | Whole class Feedback  Teacher feedback  Student Book | | |
| **Summative Assessment** | Baseline Assessment | | | AP1 Exam Paper , | | | AP2. paper and practical | | |
| **Social** | Students work together to develop team working skills, problem solving skills, organisation skills, time management skills. Students share ideas. Students work together in a pair when producing dishes | | | Students work together to develop team working skills, problem solving skills, organisation skills, time management skills. Students share ideas. Students work together in a pair when producing dishes | | | Students work together to develop team working skills, problem solving skills, organisation skills, time management skills. Students share ideas. Students work together in a pair when producing dishes | | |
| **Moral** |  | | |  | | | Farming methods , organic and no organic | | |
| **Spiritual** |  | | |  | | |  | | |
| **Cultural** | Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cuisine and how these traditions came about. Looking at food in different countries and cooking food from around the world | | | Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cuisine and how these traditions came about. Looking at food in different countries and cooking food from around the world | | | Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as kosher and vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cuisine and how these traditions came about. Looking at food in different countries and cooking food from around the world | | |
| **British Values** | Mutual Respect – students will show an appreciation and respect for the environment and food choice. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher. | | | Mutual Respect – students will show an appreciation and respect for the environment and food choice. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher. | | | Mutual Respect – students will show an appreciation and respect for the environment and food choice. This will also be reinforced in the classroom with peer-to-peer relationships and positive professional relationships between student and teacher. | | |
| **Gatsby Benchmark 4 Linking curriculum to careers** | Careers in Food industry: Working as a team, working to deadlines, sharing ideas. | | | | | | | | |