**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 HygieneHattieSkills 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 rearedHow is food transported**The Eatwell Guide - Nutrients**Practical Pasta SaladEat Well Guide Practical Quorn Stir fryPractical - Xmas CookiesAP1 assessment Cutting Techniques/Knife Skills  | Food Commodities Fruit**Practical fruit Crumble**Fruit SconesSkills FocusKnife Skills Preparation of fruit and vegPractical – Vegetable Cuts ( AP1),Fruit Crumble, Fruit Scones  | Food Commodities Potatoes and VegetablesPractical Loaded PotatoesVegetable CurrySkills focus Knife skills Weighing and MeasuringBaking Sautéing Simmering Practical –Loaded Potatoes, Vegetable Curry   | Food Provenance Using Seasonal foods Food ChoiceSensory EvaluationPractical Sensory Evaluation **Practical Eton Mess, Cauliflower Cheese , sensory evaluation** | Food CommoditiesSoya, Tofu, Beans , nuts and Seeds **Quorn Chilli and Rice** Soya, Tofu, Beans , nuts and SeedsAP 2 Assess Practical – Scone dough Pizza |
| **Key Building Blocks** | Food safety Kitchen HygieneKitchen HazardsWashing UpPersonal Hygiene and organisation (HATTIE)  Skills FocusGeneral practical skillsUsing the cooker Using the Grill Knife skillsFood Nutrition and Health Why is fruit an important part of the diet Macro Nutrients Protein, functions, food sources – Protein alternativesFood Commodities FruitPotatoes and Vegetables | Food safety Kitchen HygieneKitchen HazardsWashing UpPersonal Hygiene and organisation  Skills FocusGeneral practical skillsUsing the cooker Knife skillsSautéingSimmeringFood Nutrition and Health Why is fruit an important part of the diet Food Commodities FruitPotatoes and Vegetables | Food safety Kitchen HygieneKitchen HazardsWashing UpPersonal Hygiene and organisation  Skills FocusGeneral practical skillsUsing the cooker ShapingKnife skills WeighingMeasuringGrating WhiskingSauce Making Food Nutrition and Health Macro Nutrients Protein, functions, food sources – Protein alternativesFood Commodities Soya, Tofu, Beans , nuts and SeedsFood ChoiceSensory Evaluation - TastingFood ProvenanceUsing Seasonal foods  |
| **Retrieval Practices** | Do Now activitiesKnowledge check quizzesInterleaved themes Practical assessment | Do Now activitiesKnowledge check quizzesInterleaved themes Practical assessment | Do Now activitiesKnowledge check quizzesInterleaved themes Practical assessment |
| **Skills**  | General practical skillsKnife skills Preparing vegetablesUsing a peelerPractical Skills – Baking , sauce making , dough making , shaping , portioningHealth and safety Knife SkillsWeighing MeasuringUsing the hobUsing the ovenUsing the grill | Cooking Skills Baking Preparing fruitUsing the hobUsing the ovenUsing the grillUsing a peelerPractical Skills – Baking , sauce making , dough making , shaping , portioningHealth and safety Knife SkillsWeighing 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 communicationVocab development | Written & Oral communicationVocab development | Written & Oral communicationVocab development |
| **Numeracy** | Measuring , weighingTime Planning , RatioMultiplication , Division , Costing  | Measuring , weighingTime Planning , RatioMultiplication , Division , Costing  | Measuring , weighingTime Planning , RatioMultiplication , Division , Costing  |
| **Formative Assessment** | Whole class FeedbackTeacher feedbackStudent Book | Whole class FeedbackTeacher feedbackStudent Book | Whole class FeedbackTeacher feedbackStudent 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. |