**Curriculum Map Year 8 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 Nutrition and HealthThe Eatwell GuideMacronutrients – Protein, HBV, LBV , CarbohydratesFats and Oils ( Lipids) , , food sources and functions in the body PracticalSmoothies , Faijitas, Pasta Bake | Food ScienceFunctional and chemical properties of food Denaturation and coagulationFood ProvenanceFood wasteFood CommoditiesFish PracticalFilo pastry -Samosa , fish goujons, cheesecake Food CommoditiesPotatoes and Vegetables | Skills focusMenu planning Time plans Chemical raising agents Food CommoditiesCereals Oats and RicePracticalginger biscuits, savoury ricefood evaluations |
| **Key Building Blocks** | Food Nutrition and Health Eatwell Guide reviewMacronutrients – Protein , Fat , Carbohydrates , food sources and functions in the body Importance of vegetables in the bodyFood Commodities Potatoes and VegetablesFish – identification and classification of fish Cereals Oats and Rice - Food safety Cooking high risk foodsFood ChoiceFood LabelsTraffic light labelsAllergensFood ProvenanceFood waste Food ScienceFunctional and chemical properties of food Denaturation and coagulationSkills FocusRaising agents Chemical raising agents | Food safety Food Nutrition and Health Eatwell Guide reviewMacronutrients – Protein , Fat , Carbohydrates , food sources and functions in the body Importance of vegetables in the bodyFood Commodities Potatoes and VegetablesFish – identification and classification of fish Cereals Oats and Rice - Food safety Cooking high risk foodsFood ChoiceFood LabelsTraffic light labelsAllergensFood ProvenanceFood waste Food ScienceFunctional and chemical properties of food Denaturation and coagulationSkills FocusRaising agents Chemical raising agents | Food Nutrition and Health Eatwell Guide reviewMacronutrients – Protein , Fat , Carbohydrates , food sources and functions in the body Importance of vegetables in the bodyFood Commodities Potatoes and VegetablesFish – identification and classification of fish Cereals Oats and Rice - Food safety Cooking high risk foodsFood ChoiceFood LabelsTraffic light labelsAllergensFood ProvenanceFood waste Food ScienceFunctional and chemical properties of food Denaturation and coagulationSkills FocusRaising agents Chemical raising agents |
| **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 grillShapingPortioningMeasuring Weighing | 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 MeasuringSaucemakingShallow fryingBoilingSimmeringPresenting food attractively  | * 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 the hobUsing the ovenKnife skillsWhiskingSauce making Dough Making |
| **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 tea working skills, problem solving skills. Students share ideas . . Pupils are encouraged to research and explore different factors relating to how a person's culinary influences effect food choices such as finance, religion, traditions and exposure habits. A range of scenarios encourage pupils to explore a range of multi-cultural foods. Projects allow for group work both within and out of school to enhance and develop social skills along with appropriate knowledge required for the course | Students work together to develop tea working skills, problem solving skills. Students share ideas . . Pupils are encouraged to research and explore different factors relating to how a person's culinary influences effect food choices such as finance, religion, traditions and exposure habits. A range of scenarios encourage pupils to explore a range of multi-cultural foods. Projects allow for group work both within and out of school to enhance and develop social skills along with appropriate knowledge required for the course | Students work together to develop tea working skills, problem solving skills. Students share ideas . . Pupils are encouraged to research and explore different factors relating to how a person's culinary influences effect food choices such as finance, religion, traditions and exposure habits. A range of scenarios encourage pupils to explore a range of multi-cultural foods. Projects allow for group work both within and out of school to enhance and develop social skills along with appropriate knowledge required for the course |
| **Moral** | Food miles , carbon foot print Factors affecting food choices,. Pupils are encouraged to explore different uses for food waste. Pupils are actively encouraged to research and explore culinary habits and traditions and how we have become more multi-cultural. | Food miles , carbon foot print Factors affecting food choices,. Pupils are encouraged to explore different uses for food waste. Pupils are actively encouraged to research and explore culinary habits and traditions and how we have become more multi-cultural. | Food miles , carbon foot print Factors affecting food choices,. Pupils are encouraged to explore different uses for food waste. Pupils are actively encouraged to research and explore culinary habits and traditions and how we have become more multi-cultural. |
| **Spiritual** | Celebrations in different countries | Celebrations in different countries | Celebrations in different countries |
| **Cultural** |  |  |  |
| **British Values** | The Rule of law - Food labelling regulations covering allergens in ingredientsTolerance and respect for others when working in teamsRespect and tolerance for different faiths and religions when considering religious factors that effect food choices and cooking methods. | The Rule of law - Food labelling regulations covering allergens in ingredientsTolerance and respect for others when working in teamsRespect and tolerance for different faiths and religions when considering religious factors that effect food choices and cooking methods. | The Rule of law - Food labelling regulations covering allergens in ingredientsTolerance and respect for others when working in teamsRespect and tolerance for different faiths and religions when considering religious factors that effect food choices and cooking methods. |
| **Gatsby Benchmark 4 Linking curriculum to careers** | Careers in Food industry: Working as a team, working to deadlines, sharing ideas. |