**Curriculum Map Year 9 Food Curriculum Map 2022 – 2023**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Term 1** | **BLOCK 2** | **BLOCK 3** |
|  | **Half Term 1** | **Half term 2** | **Half Term 3** | **Half 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 * Bacteria
* Cross contamination

Food Commodities Cereals – Flour. Stages in making flour, micronutrients added to white flour Skills FocusRaising agents Biological raising agents, Food ChoiceSensory characteristics of differentPracticalScrambled egg on toast , Pizzas, Bread rolls Muffins Food evaluations | Food Nutrition and Health Different target groupsUnderstand nutritional needs of different ages and health conditionsFunctions and sources of nutrientsFood Nutrition and Health The Eatwell GuideMicro nutrients – functions in body , food sources. Vit A, Bgroup, C, D; minerals calcioum, iron, sodiumfoods. Sensory evaluations – conditions needed, Five main tastesFood Commodities milkPractical | Food Nutrition and Health Macro Nutrients and MicronutrienttNutritional anaylsis, recommended percentages of energy , protein, fat and carbohydrateDovetailing recipesFood safety * Temperature control

Food Choice * Seasonal Food

Food Commodities * Cereals – Flour - turning wheat into flour, Flour types , turning flour into pasta,

Practical using flour Dough – Shortcrust Pastry, Bread Dough, Pastry, shortcrust, flaky , choux, gougeres, internal dish of choice  |
| **Key Building Blocks** | Food Nutrition and Health The Eatwell GuideMicro nutrients – functions in body , food sourcesNutritional needs of different groups of peopleNutritional anaylsisFood Commodities * Cereals – Flour - turning wheat into flour, Flour types , turning flour into pasta,
* Practical using flour Dough – Shortcrust Pastry, Bread Dough, Pasta dough
* Pastry, shortcrust, flaky , choux
* Milk

Food safety * Bacteria
* Cross contamination
* Temperature control

Food ChoiceSensory characteristics of different foodsSensory evaluations – conditions neededBritish Cuisine, International cuisineFood ProvenanceSeasonal FoodsInternational CuisineFood ScienceFunctional and chemical properties of food Caramelisation, Fermentation, gelatinisation, gelationSkills FocusRaising agents Biological raising agentsSauce making | Food Nutrition and Health The Eatwell GuideMicro nutrients – functions in body , food sourcesNutritional needs of different groups of peopleNutritional anaylsisFood Commodities * Cereals – Flour - turning wheat into flour, Flour types , turning flour into pasta,
* Practical using flour Dough – Shortcrust Pastry, Bread Dough, Pasta dough
* Pastry, shortcrust, flaky , choux
* Milk

Food safety * Bacteria
* Cross contamination
* Temperature control

Food ChoiceSensory characteristics of different foodsSensory evaluations – conditions neededBritish Cuisine, International cuisineFood ProvenanceSeasonal FoodsInternational CuisineFood ScienceFunctional and chemical properties of food Caramelisation, Fermentation, gelatinisation, gelationSkills FocusRaising agents Biological raising agentsSauce making | Food Nutrition and Health The Eatwell GuideMicro nutrients – functions in body , food sourcesNutritional needs of different groups of peopleNutritional anaylsisFood Commodities * Cereals – Flour - turning wheat into flour, Flour types , turning flour into pasta,
* Practical using flour Dough – Shortcrust Pastry, Bread Dough, Pasta dough
* Pastry, shortcrust, flaky , choux
* Milk

Food safety * Bacteria
* Cross contamination
* Temperature control

Food ChoiceSensory characteristics of different foodsSensory evaluations – conditions neededBritish Cuisine, International cuisineFood ProvenanceSeasonal FoodsInternational CuisineFood ScienceFunctional and chemical properties of food Caramelisation, Fermentation, gelatinisation, gelationSkills FocusRaising agents Biological raising agentsSauce making |
| **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**  | Skills PlanningUnderstanding of theoretical knowledgeKnife skillsPreparing vegetablesUsing equipment Using the hob Using a microwaveUsing a food processorUsing a pasta maker | Using the oven Presenting food attractivelyEvaluationCooking methodsBakingSetting mixturesRaising agents ShapingCaramelisation | Development of organisation skillsDovetailing SkillsDevelopment of practical skills Bread makingDough MakingSauce 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 team 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.  | Students work together to develop team 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.  | Students work together to develop team 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.  |
| **Moral** |  |  |  |
| **Spiritual** | Exploring religious diets and religious factors affecting food choices. | Exploring religious diets and religious factors affecting food choices. | Exploring religious diets and religious factors affecting food choices. |
| **Cultural** | British CuisineInternational CuisineFood Choice  | British CuisineInternational CuisineFood Choice  | British CuisineInternational CuisineFood Choice  |
| **British Values** | Tolerance 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. | Tolerance 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. | Tolerance 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.Celebrating National careers week in Food – Pathways at 16 discussions and careers in food  |