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

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|  | **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 Focus  Raising agents Biological raising agents,  Food Choice Sensory characteristics of differentPractical Scrambled egg on toast , Pizzas, Bread rolls Muffins  Food evaluations | | Food Nutrition and Health Different target groups  Understand nutritional needs of different ages and health conditions  Functions and sources of nutrients Food Nutrition and Health The Eatwell Guide  Micro nutrients – functions in body , food sources. Vit A, Bgroup, C, D; minerals calcioum, iron, sodium  foods. Sensory evaluations – conditions needed, Five main tastes  Food Commodities milk  Practical | | Food Nutrition and Health Macro Nutrients and Micronutrientt  Nutritional anaylsis, recommended percentages of energy , protein, fat and carbohydrate  Dovetailing recipes  Food 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 Guide  Micro nutrients – functions in body , food sources  Nutritional needs of different groups of people  Nutritional anaylsis  Food 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 Choice  Sensory characteristics of different foods  Sensory evaluations – conditions needed  British Cuisine, International cuisine  Food Provenance  Seasonal Foods  International Cuisine  Food Science  Functional and chemical properties of food Caramelisation, Fermentation, gelatinisation, gelation  Skills Focus  Raising agents Biological raising agents  Sauce making | | Food Nutrition and Health The Eatwell Guide  Micro nutrients – functions in body , food sources  Nutritional needs of different groups of people  Nutritional anaylsis  Food 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 Choice  Sensory characteristics of different foods  Sensory evaluations – conditions needed  British Cuisine, International cuisine  Food Provenance  Seasonal Foods  International Cuisine  Food Science  Functional and chemical properties of food Caramelisation, Fermentation, gelatinisation, gelation  Skills Focus  Raising agents Biological raising agents  Sauce making | | Food Nutrition and Health The Eatwell Guide  Micro nutrients – functions in body , food sources  Nutritional needs of different groups of people  Nutritional anaylsis  Food 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 Choice  Sensory characteristics of different foods  Sensory evaluations – conditions needed  British Cuisine, International cuisine  Food Provenance  Seasonal Foods  International Cuisine  Food Science  Functional and chemical properties of food Caramelisation, Fermentation, gelatinisation, gelation  Skills Focus  Raising agents Biological raising agents  Sauce making | |
| **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** | Skills  Planning  Understanding of theoretical knowledge  Knife skills  Preparing vegetables  Using equipment  Using the hob  Using a microwave  Using a food processor  Using a pasta maker | | Using the oven  Presenting food attractively  Evaluation  Cooking methods  Baking  Setting mixtures  Raising agents  Shaping  Caramelisation | | Development of organisation skills  Dovetailing Skills  Development of practical skills  Bread making  Dough Making  Sauce making | |
| **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. 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 Cuisine  International Cuisine  Food Choice | | British Cuisine  International Cuisine  Food Choice | | British Cuisine  International Cuisine  Food Choice | |
| **British Values** | Tolerance and respect for others when working in teams  Respect 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 teams  Respect 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 teams  Respect 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 | | | | | |