

Levenshulme High School – Curriculum Map – Food

		Term 1	Term 2	Term 3
Year 8	Topic Title and NC link	Food prep and nutrition: Core knowledge and skills	<p>Due to the rotation system in year 8, pupils complete one term in Food and the other two terms in other ADT subjects. Please see other ADT curriculum maps for more information.</p>	
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> • How to work safely and hygienically • The function of all baking ingredients • Suggest healthier alternatives when designing and provide reasons why these changes should be made. • Explain the health implications of eating unhealthy foods. 		
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Food preparation and cooking skills, such as knife skills, control of basic equipment • Handle high risk foods hygienically and safely clean after preparation • Describe the different baking methods and give examples of use • Weigh and measure independently and accurately • Consistently produce good quality baked outcomes. • Identify all and demonstrate some methods of cooking fish 		
	<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> • Key nutritional principles, including the eatwell plate, the importance of macronutrients micronutrients • An awareness of dietary needs, e.g. at different life stages, vegetarians, allergies and religious considerations, etc., and how dishes and meals can be planned to meet the needs of specific dietary groups. • A growing awareness of social, moral, cultural and environmental issues. 		

Year 9	Topic Title and NC link	Introduction to Food Preparation & Nutrition (12 hours)					
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> An awareness of dietary needs, e.g. at different life stages, vegetarians, allergies and religious considerations, etc., and how dishes and meals can be planned to meet the needs of specific dietary groups. <p>An ability to adapt recipes using suitable ingredients.</p>		Due to the rotation system in year 8, pupils complete one term in Food and the other two terms in other ADT subjects. Please see other ADT curriculum maps for more information.			
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> An ability to adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes. Sensory testing and evaluation. Time management skills, including basic dovetailing when conducting practical tasks. 					
<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> Familiarity with the basic principles of how to conduct a food science investigation. A growing awareness of social, moral, cultural and environmental issues. 						
Year 10	Topic Title and NC link	Fruit and vegetables, including potatoes (fresh, frozen, dried, canned and juiced)	Milk, cheese and yoghurt	Cereals (including flours, breakfast cereals, bread and pasta)	Meat, fish, poultry, eggs	Soya, tofu, beans, nuts, seeds	Butter, oils, margarine, sugar and syrup
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> Provenance How commodity is grown and processed Classification Nutritional values Dietary considerations Food science Food hygiene & safety 	<ul style="list-style-type: none"> Provenance How commodity is processed Classification Nutritional values Dietary considerations Food science Food hygiene & safety 	<ul style="list-style-type: none"> Provenance How commodity is grown and processed Classification Nutritional values Dietary considerations Food science 	<ul style="list-style-type: none"> Provenance How commodity is reared and processed Classification Nutritional values Dietary considerations Food science 	<ul style="list-style-type: none"> Provenance How commodity is grown and processed Classification Nutritional values Dietary considerations Food science 	<ul style="list-style-type: none"> Provenance How commodity is processed Classification Nutritional values Dietary considerations Food science

		<ul style="list-style-type: none"> • Storage 	<ul style="list-style-type: none"> • Storage 	<ul style="list-style-type: none"> • Food hygiene & safety • Storage 	<ul style="list-style-type: none"> • Food hygiene & safety • Storage 	<ul style="list-style-type: none"> • Food hygiene & safety • Storage 	<ul style="list-style-type: none"> • Food hygiene & safety • Storage
<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using fruit and vegetables. • Analyse a written brief, conduct an experiment and write up experiment. 	<ul style="list-style-type: none"> • Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using milk, cheese and yoghurt. • Analyse a written brief, conduct an experiment and write up experiment. 	<ul style="list-style-type: none"> • Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using cereals. • Analyse a written brief, conduct an experiment and write up experiment. 	<ul style="list-style-type: none"> • Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using meat, fish, poultry and eggs. • Analyse a written brief, conduct an experiment and write up experiment. 	<ul style="list-style-type: none"> • Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using soya, tofu, beans, nuts and seeds. • Analyse a written brief, conduct an experiment and write up experiment. 	<ul style="list-style-type: none"> • MOCK NEA1 - Analyse a written brief, conduct a practical experiment based on the function of fats, analyse and write up experiment. 	
<i>Pupils should have remembered...</i>	<ul style="list-style-type: none"> • How and where fruits and vegetables are grown • Processing of fruits & vegetables • Changes during cooking • Difference between fruits and vegetables • 5 a day/portions • Nutritional value of fruits and vegetables • Vegetarians 	<ul style="list-style-type: none"> • Buying milk locally with links to food miles • How animals are reared, fed and milked • Methods of preserving and processing milk • Animal and non-dairy sources of milk • Nutritional value of milk • Lactose intolerance and bone health 	<ul style="list-style-type: none"> • How and where cereals are grown • Processing of cereals into secondary products • Types of cereals • Nutritional value of cereals relating to the Eat well Guide • Importance of wholegrains, deficiencies 	<ul style="list-style-type: none"> • Farming, hunting and fishing • Slaughter of animals and catching of fish and seafood • Processing of meat, poultry, fish and eggs • Animal types, categories of fish and eggs • Nutritional value • Religious considerations 	<ul style="list-style-type: none"> • How and where they are grown • Secondary processing including Quorn mycoprotein • Types of soya, bean, nut and seeds and their secondary products • Nutritional values • Allergies • Mycoprotein and nuts as thickeners 	<ul style="list-style-type: none"> • How to analyse a written brief • How to conduct research from primary and secondary sources and record • How to hypothesise based on research • How to conduct a fair test and record data/findings 	

		<ul style="list-style-type: none"> • Bone & Blood Health • Oxidation/enzymic browning • Preparing & storing fruit & vegetables hygienically and safely 	<ul style="list-style-type: none"> • Chemical and physical structure of dairy products • Preparing & storing dairy products hygienically and safely 	<ul style="list-style-type: none"> • and coeliac disease • Chemical and physical structure of cereal grains • Preparing & storing cereal products hygienically and safely 	<ul style="list-style-type: none"> • Chemical and physical structure of meat, poultry, fish and eggs • Cooking methods • Preparing & storing meat, poultry, fish and eggs hygienically and safely 	<ul style="list-style-type: none"> • Preparing & storing soya, beans, nuts and seeds hygienically and safely 	<ul style="list-style-type: none"> • How to analyse and evaluate results based on food science
Year 11	Topic Title and NC link	Assessment 1: The Food Investigation Assessment (15% of the qualification)	Assessment 2: The Food Preparation Assessment (35% of the qualification)	Principles of Food Preparation and Nutrition (50% of the qualification)	Students will have completed this course.		
	<i>Pupils should know...</i>	<ul style="list-style-type: none"> • How to conduct a scientific food investigation which will assess their knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. 	<ul style="list-style-type: none"> • How to prepare, cook and present a menu which assesses their knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. 	<ul style="list-style-type: none"> • Food commodities • Principles of nutrition • Diet and good health • The science of food • Where food comes from • Cooking and food preparation 			
	<i>Pupils should be able to do...</i>	<ul style="list-style-type: none"> • Research and plan the task • Investigate the working characteristics, function and chemical properties of ingredients 	<ul style="list-style-type: none"> • Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical 	<ul style="list-style-type: none"> • Answer questions based on stimulus material • Answer structured, short and 			

		<p>through practical experimentation and use the findings to achieve a particular result</p> <ul style="list-style-type: none"> Analyse and evaluate the task Produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation 	<p>execution of the dishes (to include trialling and testing)</p> <ul style="list-style-type: none"> Prepare, cook and present a menu of three dishes within a single session. Evaluate the selection, preparation, cooking and presentation of the three dishes 	<p>extended response questions to assess content related to food preparation and nutrition.</p>			
	<p><i>Pupils should have remembered...</i></p>	<ul style="list-style-type: none"> How to apply knowledge and understanding of nutrition, food, cooking and preparation How to analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others 	<ul style="list-style-type: none"> How to plan, prepare, cook and present dishes, combining appropriate techniques How to analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others 	<ul style="list-style-type: none"> How to demonstrate knowledge and understanding of nutrition, food, cooking and preparation How to apply knowledge and understanding of nutrition, food, cooking and preparation How to analyse and evaluate different aspects of nutrition, food, 			

				cooking and preparation, including food made by themselves and others			
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