

Levenshulme High School – Curriculum Map – Food

		Term 1		Term 2		Term 3	
No. of Weeks		E.g. 8	7	6	6	5	7
Topic Title and NC link		Core skills/ H&S					
Year 8	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	<p>How to work safely and hygienically. The functions of all baking ingredients.</p> <p>How to make informed and healthier choices when as both consumers and chefs, along with the reasons and justifications for making dietary changes.</p> <p>The health implications of eating unhealthy foods, including which food groups are associated with the main diet related diseases most prevalent to them.</p> <p>Key nutritional principles, including ‘The Eatwell Plate’, the importance of macronutrients micronutrients.</p> <p>The various dietary needs and requirements affecting the food industry (in relation to life stages; ethical, cultural and religious choices; and allergens and intolerances).</p> <p>The different social, moral, and environmental issues affecting food choices and consumption.</p>		<p>Due to subject rotations, students complete one term of learning Food in year 8. The other time is spent in Art, Food, DT and Textiles: please see the other ADT curriculum maps for more information.</p>			
	<i>Pupils should be able to do... (Skills being developed)</i>	<p>Food preparation and cooking skills, such as knife skills, control of basic equipment.</p> <p>Handle high risk foods hygienically and safely and clean after preparation, including applying correct tests for readiness according to food legislation.</p>					

		<p>Describe the different baking methods and give examples of use.</p> <p>Weigh and measure independently and accurately.</p> <p>Consistently produce good quality baked outcomes.</p> <p>Identify all and demonstrate some methods of cooking fish and meat.</p>				
	<p><i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>To embed strong working practises within the food rooms around health and safety, as well as best practice hygiene standards.</p> <p>To provide a good foundation of knowledge in relation to nutrition and food choices, in order to promote best health and wellbeing for all students as early as possible (so this can be built on in increasing detail as they progress through school life).</p> <p>To promote and further embed our beliefs and values as a school; embracing diversity and exploring how this relates to diet and dietary choices.</p>				
Year 9	<p>Topic Title and NC link</p>	<p>Food Preparation & Nutrition</p>				
	<p><i>Pupils should know... (Core knowledge and concepts to learned)</i></p>	<p>How to explain the meaning of taste, texture and appearance when referring to food.</p> <p>How to adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes.</p> <p>How to conduct research to meet the needs of a written brief.</p>				

		<p>The basic principles of how to conduct a food science investigation.</p> <p>How to design a dish to meet the needs of a written brief.</p> <p>The different commodity groups, sources of the commodity and the nutrients it contains.</p> <p>Which cooking methods demonstrate high, medium or low skill.</p> <p>A range of molecular gastronomy techniques used by innovative and contemporary Michelin-level chefs around the world, including how to achieve state changes using chemical additives in order to play with how we experience food.</p>	<p>Due to subject rotations, students complete one term of learning Food in year 9. The other time is spent in Art, Food, DT and Textiles: please see the other ADT curriculum maps for more information.</p>
	<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Use high quality decorative techniques with skill and confidence.</p> <p>Sensory testing and evaluation.</p> <p>Time management skills, including basic dovetailing when conducting practical tasks.</p> <p>Demonstrate a range of cooking skills both oven and hob based when producing their dishes.</p> <p>Independent testing for readiness across a range of dishes.</p> <p>Experiment independently with more innovative approaches to cooking, including using molecular gastronomy techniques such as spherification</p>	

		(applying their scientific knowledge and understanding).					
	<p><i>Why are we doing this now?</i></p> <p><i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>To provide a more inspirational and career/ industry linked perspective on the food industry which introduces students to aspirational career paths and field within food and nutrition more widely.</p> <p>To ensure students develop their abilities to carry out testing and analysis of their own and others' outcomes using correct formats and processes; ensuring this can be done with greater independence and skill in the future.</p>					
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... (Core knowledge and concepts to learned)</i>	<p>How and where fruits and vegetables are grown.</p> <p>Processing of fruits & vegetables.</p> <p>The difference between fruits and vegetables and the changes incurred through different cooking processes.</p> <p>Nutritional guidance and up-to-date portion suggestions, along with evidence-</p>	<p>How buying milk locally links to food miles, and how this compares to mass market/ globalisation of the dairy industry.</p> <p>How animals are reared, fed and milked.</p> <p>Methods of preserving and processing milk.</p> <p>Animal and non-dairy sources of milk</p>	<p>How and where cereals are grown.</p> <p>Processing of cereals into secondary products.</p> <p>Types of cereals.</p> <p>Nutritional value of cereals relating to the Eat well Guide.</p> <p>Importance of wholegrains, deficiencies and coeliac disease.</p>	<p>Farming, hunting and fishing.</p> <p>Slaughter of animals and catching of fish and seafood.</p> <p>Processing of meat, poultry, fish and eggs.</p> <p>Animal types, categories of fish and eggs.</p> <p>Nutritional value.</p> <p>Religious considerations.</p>	<p>How and where they are grown.</p> <p>Secondary processing including Quorn mycoprotein.</p> <p>Types of soya, bean, nut and seeds and their secondary products.</p> <p>Nutritional values.</p> <p>Allergies.</p>	<p>How to analyse a written brief.</p> <p>How to conduct research from primary and secondary sources and record.</p> <p>How to hypothesise based on research.</p> <p>How to conduct a fair test and record data/findings.</p> <p>How to analyse and evaluate</p>

	<p>based reasons for this.</p> <p>The nutritional values of fruits and vegetables.</p> <p>How fruit and vegetables affect bone & blood health.</p> <p>What Oxidation/enzymic browning is, why this occurs and how it can be controlled.</p> <p>How to prepare & store fruit & vegetables hygienically and safely according to current law.</p>	<p>The nutritional value of milk.</p> <p>The link between those who are lactose intolerance and bone health.</p> <p>Chemical and physical structure of dairy products.</p> <p>Preparing & storing dairy products hygienically and safely.</p>	<p>Chemical and physical structure of cereal grains.</p> <p>Preparing & storing cereal products hygienically and safely.</p>	<p>Chemical and physical structure of meat, poultry, fish and eggs.</p> <p>Cooking methods.</p> <p>Preparing & storing meat, poultry, fish and eggs hygienically and safely.</p>	<p>Mycoprotein and nuts as thickeners.</p> <p>Preparing & storing soya, beans, nuts and seeds hygienically and safely</p>	<p>results based on food science.</p>
<p><i>Pupils should be able to do... (Skills being developed)</i></p>	<p>Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using fruit and vegetables.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using milk, cheese and yoghurt.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>Adapt and follow recipes using suitable ingredients and tools in order to prepare and cook a range of dishes using cereals.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>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.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>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.</p> <p>Analyse a written brief, conduct an experiment and write up experiment.</p>	<p>MOCK NEA1 - Analyse a written brief, conduct a practical experiment based on the function of fats, analyse and write up experiment.</p>

	<p><i>Why are we doing this now?</i> <i>How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<p>To prepare students for food investigation unit they will be assessed on in y11- giving time to revisit this and apply the principles of the investigative process to other units throughout the year.</p>	<p>Needed her in order to provide a foundation of knowledge ready for content covered in HT5 (which builds on this further- K&U of dairy needed before K&U of alternative protein sources are explored).</p>	<p>It is important for students to learn about cereals and grains in more depth prior to then discovering how their properties are enhanced and altered by oils and fats in HT6.</p>	<p>Needed her in order to provide a foundation of knowledge ready for content covered in HT5 (which builds on this further- K&U of animal sources of proteins needed before K&U of alternative protein sources are explored).</p> <p>Builds on learning of ethical choices in y8.</p>	<p>Provides students with the knowledge and tools to follow alternative diets in response to their own choices (ethical, religious, cultural etc).</p> <p>Equips students with alternative HA skills needed to respond creatively to exam challenges in Y11 (especially the NE2).</p>	
<p>Year 11</p>	<p>Topic Title and NC link</p>	<p>Assessment 1: The Food Investigation Assessment (15% of the qualification)</p>	<p>Assessment 2: The Food Preparation Assessment (35% of the qualification)</p>	<p>Principles of Food Preparation and Nutrition (50% of the qualification)</p>	<p>Students will have completed this course by the end of HT4.</p>		
	<p><i>Pupils should know... (Core knowledge and concepts to learned)</i></p>	<p>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.</p> <p>How to apply knowledge and understanding of nutrition, food, cooking and preparation to a range of dishes,</p>	<p>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.</p> <p>How to plan, prepare, cook and present a variety of dishes, combining and selecting appropriate techniques independently.</p> <p>How to analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>	<p>Food commodities relating to the Eatwell Guide & staple food groups.</p> <p>Principles of nutrition including the macro and micro nutrients and how they link to a balanced diet.</p> <p>Diet and good health including how food choices/eating habits can link to diseases.</p>			

		<p>contexts and methods.</p> <p>How to analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.</p>		<p>The science of food to promote good understanding of preparation and cooking practices.</p> <p>Where food comes from including making sustainable, ethical and moral choices.</p> <p>Cooking and food preparation as a life skill.</p> <p>How to demonstrate knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>How to apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>How to analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by</p>	
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				themselves and others.	
<i>Pupils should be able to do... (Skills being developed)</i>	<p>Research and plan the task.</p> <p>Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result.</p> <p>Analyse and evaluate the task.</p> <p>Produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation.</p>	<p>Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing).</p> <p>Prepare, cook and present a menu of three dishes within a single session.</p> <p>Evaluate the selection, preparation, cooking and presentation of the three dishes.</p>	<p>Answer questions based on stimulus material.</p> <p>Answer structured, short and extended response questions to assess content related to food preparation and nutrition.</p>		
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<p>The order and content relating to these units is directed by the exam board, Eduqas. Further information about these NEAs and the written exam paper can be found at:</p> <p>https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition-gcse</p>				