



KS3 Curriculum Map – Food Preparation and Nutrition:

Topic	Knowledge <i>Substantive knowledge:</i> This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Skills <i>Disciplinary knowledge:</i> This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Year 7 Foundation Food	<ul style="list-style-type: none"> • Show a clear understanding of Hygiene and Safety within the food room. • Be able to answer questions related to Food Hygiene and Safety. • Understand, explain and be able to use key terms and sensory words. • Fully evaluate a product using sensory descriptors and tasting charts. • Have an understanding of nutrition and the 'Eatwell' guide. • Explain the main nutrients the body needs as well as their functions. • Design work completed to a high level with clear annotation, colour and key terms/sensory words used. • Written work completed to a high level with key terms and sensory analysis used. 	<ul style="list-style-type: none"> • Weigh ingredients precisely within tolerance and organise their kitchen workspace neatly. • Follow recipes and instructions when making food products. • Use key techniques such as the rubbing in method, creaming and knife skills to make a range of skilled products. • Choose the correct pieces of equipment safely for each task. • Show an understanding about names and uses of equipment within the classroom. • Work safely with equipment such as ovens, grills, hobs and knives. • Neatly present edible food products at the end of a practical lesson. 	<ul style="list-style-type: none"> • Testing pupils knowledge through questions. • Key words and terminology • Practical lessons • End of topic assessments • Dirt assessed homework • Kahoot/Blooket testing and recall on topics. • Baseline assessment (at the start of the year only) • Questions and activities relating to topics learnt. • Completion of booklet.
Year 8 Nutrition and Skills for Life	<ul style="list-style-type: none"> • Show a good understanding of food safety and hygiene within the food room. • Be able to answer questions related to food hygiene and safety and show understanding of cross contamination and food poisoning bacteria. 	<ul style="list-style-type: none"> • Weigh ingredients precisely within tolerance, follow recipes and instructions when making food products through demonstrations and recipe sheets. 	<ul style="list-style-type: none"> • Testing pupil's knowledge through question and answer. • Practical lessons • End of topic assessments • Dirt assessed homework • Kahoot/Blooket testing and

	<ul style="list-style-type: none"> • Shown an understanding of where food comes from and animal welfare. • Fully evaluate a product using sensory descriptors and tasting charts. • Have a good understanding of nutrition and the 'Eatwell' guide and use this when designing products. • Explain the main nutrients the body needs as well as their functions. • Written work completed to a high level with key terms and sensory analysis used. 	<ul style="list-style-type: none"> • Work safely and effectively with a range of equipment including; knives, electric whisks, frying pans and cookers. • Use key techniques such as kneading, knife skills, frying, shaping, layering and grating to make a range of skilled products. • Choose the correct pieces of equipment safely for each task. • Show an understanding about names and uses of equipment within the classroom. • Neatly present edible food products at the end of a practical lesson. 	<p>recall on topics.</p> <ul style="list-style-type: none"> • Key words and terminology • Low level testing and recall • Questions and activities relating to topics learnt. • Completion of booklet. •
<p>Year 9 Food Preparation and Nutrition</p>	<ul style="list-style-type: none"> • Show a very good understanding of food safety and hygiene within the food room. • Be able to answer questions related to food hygiene and safety and show a clear understanding of cross contamination and food poisoning bacteria. • Have a very good understanding of nutrition and the 'Eatwell' guide and use this when designing products. • Be able to explain healthy eating and the choices consumers make when purchasing food. • Understand food preference, dietary needs and show understanding of their own diet. • Explain the main nutrients the body needs and how this links to diet and nutrition. • Written work completed to a high level with key terms and sensory analysis used. • 	<ul style="list-style-type: none"> • Weigh ingredients precisely, follow recipes and instructions when making food products through demonstrations and recipe sheets. • Work safely and effectively with a wide range of equipment including; basic kitchen equipment, knives, electric whisks, frying pans and cookers. • Use a range of skills and techniques learnt across year 7 & 8 to make a variety of challenging skilled products. • Correctly choose equipment and work with them safely and effectively for each task. • Neatly present edible food products at the end of a practical lesson, taking into account knowledge about hygiene and food safety when preparing products. • 	<ul style="list-style-type: none"> • Testing pupil's knowledge through question and answer. • Practical lessons • End of topic assessments • Dirt assessed homework • Kahoot/Blooket testing and recall on topics. • Key words and terminology • Evaluations • Questions and activities relating to topics learnt. • Completion of booklet. •