

CURRICULUM ROAD MAP

Subject	Food and Nutrition	Year / KS	Year 9
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INTENT

At The Whitehaven Academy the aim of the Year 9 Food Preparation and Nutrition course is to further develop the skills and knowledge gained in the year 8 creative curriculum unit of work "you are what you eat" and build confidence within the subject further than ever before. This unit is based around the opinion that "the first wealth is health" we want to develop flair passion and creativity in our students to enable them to design, plan and make healthy dishes which follow the healthy eating guidelines with the aim to improve the health of our community and our nation. This course will develop students understanding of food Science, Food provenance, Food commodities, Nutrition and health as well as Food choice. This course will successfully provide them with the opportunity to explore different cooking techniques and use a range of ingredients from around the world. Alongside this, transferable skills such as planning, organisation, teamwork and resilience will also be developed and students will deepen knowledge and understanding of a range of Food and Nutrition based topics such as functional and chemical properties of food, Food waste, Temperature control as well as International cuisine and factors which affect food choice. Students will also be challenged in their course to develop ideas and opinions and to view the world objectively and go beyond their everyday experience developing their knowledge of SMSC issues and how these relate to food and nutrition. The overall aim to prepare students moving forwards for a enriched and inspired future.

IMPLEMENTATION

Students will learn using the underlying principle that health is the most important factor when it comes to making food choices and preparing their own dishes. They will explore Food safety looking at how to control temperatures, test food is safe to eat and developing knowledge of cross contamination in a practical way. Students will have the opportunities to investigate different food commodities and international cuisines from around the world looking at food choice and different dietary needs for different groups. Factors about nutrition and health will underpin all we do and food science will be covered when looking at the functional and chemical properties of ingredients. Within this context alongside this, students will develop their preparation skills and their cooking techniques and explore avenues which are challenging but provide opportunity for all to succeed when making and reflecting upon dishes independently.

IMPACT - See Key Learning Indicators

Students will be assessed throughout the year against the Key Learning Indicators

1	2	3	4	5	6	7	8	9
Quality of outcomes	Problem solving and use of maths	Critical thinking	Communication	Research and Planning	Technical Terms	Sustainability	Health and Safety	DT in in Context

1. Quality of outcomes - to create high quality products KLI1
2. Problem solving and the use of maths to solve issues. KLI2
3. Critical Thinking - use product analysis to show how a design could be improved KLI3
4. Communication- communicate clearly and effectively KLI4

They will plan, evidence and reflect upon all dishes made and suggest further work to develop this. This provides the practice of some of the skills in the NEA at GCSE- planning, timing, applying health and safety, reflecting, analysing, suggesting improvements and developing ideas with an overview of the success of a product in relation to how it was perceived and enjoyed by others.

During this key stage the following aims will be met:

- Students will develop their knowledge and understanding of ingredients and healthy eating;
- Students will develop food preparation and cooking techniques;
- Students will develop their knowledge of consumer food and drink choice;
- Students will be able to apply their knowledge to make informed choices;
- Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;
- Students will build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users;
- Students will evaluate and test their ideas and products and assess the work of others.
- Students will develop the creative, technical and practical expertise needed to perform everyday tasks confidently;

5. Research and planning- Research design ideas and plan steps for making **KLI5**
6. Technical terms- use DT/ Food Key words **KLI6**
7. Sustainability- knowledge of the sustainable materials/resources **KLI7**
8. Health and safety- work safely during practical lessons **KLI8**
9. DT in context- understand how DT/Food is used in the real world. **KLI9**

KEY KNOWLEDGE & SKILLS CROSS CURRICULAR

Students will complete the following practical lessons:

English:

Reading Students will be taught to understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;

Writing Students should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail;
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;

Students should be taught to plan, draft, edit and proof-read through:

- considering how their writing reflects the audiences and purposes for which it was intended;
- paying attention to accurate grammar, punctuation and spelling;

Grammar and vocabulary Students should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- using Standard English confidently in their own writing and speech;

Spoken English Students should be taught to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion;
- giving short speeches and presentations, expressing their own ideas and keeping to the point;
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Mathematics

Number

Students should be taught to:

- understand and use place value for decimals, measures and integers of any size
- order positive and negative integers, decimals and fractions
- interpret percentages and percentage changes as a fraction or a decimal
- use standard units of mass, length, time, money and other measures, including with decimal quantities;
- use a calculator and other technologies to calculate results accurately and then interpret them appropriately.

Ratio, proportion and rates of change Students should be taught to:

- change freely between related standard units [for example time, length, area, volume/capacity, mass]

Statistics

- construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data.

Science:

Nutrition and digestion

- content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed;

Energy

- comparing energy values of different foods (from labels) (kJ).

PSHE: (non-statutory) Health and well-being

what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting); what might influence their decisions about eating a balanced diet.

DT National Curriculum Coverage Students should be taught to

Design

- use research and exploration, such as the study of different cultures, to identify and understand user needs
- identify and solve their own design problems and understand how to reformulate problems given to them
- develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations
- use a variety of approaches to generate creative ideas and avoid stereotypical responses
- develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools

Make

- select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- select from and use a wider, more complex range of materials, components and ingredients, considering their properties

Evaluate

- analyse the work of past and present professionals and others to develop and broaden their understanding
- investigate new and emerging technologies
- test, evaluate and refine their ideas and products against a specification, considering the views of intended users and other interested groups

Cooking and Nutrition NC guidance - Key knowledge and Skills

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Students should be taught to:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredient

CONTENT MAP

Topics covered throughout the term



Autumn Term	The first wealth is health Group 1	The first wealth is health Group 1
Spring Term	The first wealth is health Group 2	The first wealth is health Group 2
Summer Term	The first wealth is health Group 3	The first wealth is health Group 3

KEY LEARNING INDICATORS			YEAR 9 SUCCESS CRITERIA
30%	1	Quality of outcomes through use of specialist technical principles	Accurate of planning equipment to accurately mark/measure
			Independent, Careful and skilful use of machinery/equipment to produce an accurate outcome which fulfil briefs.
			Subject specific equipment is used with skill and understanding. Can independently modify set ups to allow for accurate production.
15%	2	Creative problem solving and use of maths	Students can use a creative approach and mindset to solve a range of problems
			Students can modify their approach throughout the unit of work to solve issues arising including modelling where appropriate.
			Students can use appropriate mathematic approaches to solve issues and help plan or prepare their work.
15%	3	Critical thinking	Students can reflect deeply on their working (AtL) and evaluate their work against given and created criteria. Students are able to suggest detailed individual improvements.
			Clear, informed (using evidence) and detailed improvements are identified with regards to their outcome.
			Students are able to analyse products suitability and compare products effectiveness.

15%	4	Quality communication	Designing shows an innovative and informed approach from gathered information. Annotations help show and communicate designs effectively.
			Designs are produced with skill and accuracy to facilitate designing where needed.
			Students can produce accurate designs which are communicated precisely and aid third party communication and interpretation.
15%	5	Quality preparation, research and planning	A clear understanding that products have clients and some have specific needs. Able to use research to assessing these needs and produce informed profiles.
			Specification writing is clear and meets the key areas required. Able to justify specification points with links to research.
			Students are able to carefully plan out how they are to complete their work and are able to change/modify where required.
2.5%	6	Technical terminology	Good Understanding of key words and terminology within the design process and how they link together.
			Students understand key words used with each specialist areas and know precisely what they refer to and how they can and should be used.
			Students can accurately and with understanding use a range of appropriate key words within their writing and wider work (including conversations)
2.5%	7	Sustainability	Awareness that designer and consumers have a social responsibility when designing and using products and are able to incorporate this into their work where appropriate.
			Wide understanding of environmental issues around materials and food choices and how they impact on society and product development.
			Understanding of H&S rules within each Food/DT room setting is clear.

2.5%	8	Follow Health and Safety	Links can be made between incorrect H&S and potential problems or injuries and correct ways to mitigate.
			Students closely follow all H&S procedures to allow safe working.
2.5%	9	DT in context	Awareness that all products in the world have been designed by someone to fulfil a need and are able to identify these needs and make suggestions for improvements.
			Students understand how a range of commercial manufacturing techniques are used to create products
			Students understand the careers which lead off from DT/Food based disciplines.

Current Scheme of Work

Week no	Objectives	Tasks	HWK
1	1. Recall past learning on health and safety (All/ Most) 2. Recall past learning on food hygiene (All/ Most) 3. To make a vegetable soup and soda bread using correct knife technique (All/Most)	Introduce course Health & safety and food hygiene recap Initial assessment Soup and bread assessment Soup and bread ½ batch of soda bread – dovetail explanation. Kneading, time planning, knife skills	One form quiz which links via Microsoft/ Google forms food hygiene and the EHO - what they do? Possible mark against KLI 9
2	To be able to state the nutritional needs of a variety of people based on age and/ or medical, ethical or religious reasons?	Dietary needs Do now task – complete recipe evaluations from last week Know some ways society, morality, spirituality and culture can influence diets.	Complete the cooking methods poster.

	To make well seasoned and cooked risotto	Give examples of how this might adapt the ingredients in a cottage pie recipe. EXT Give examples of how to adapt a cottage pie for a specific dietary requirement. Risotto Rice dishes and cooking using the hob – water based method. Knife skills recap.	
3 Practical Assessment KLI 1,2,4,6	To be able to state the nutritional needs of a variety of people based on age and/or medical, ethical or religious reasons? 1. To make a short pastry 2. To make a well and evenly baked quiche	Dietary needs Do now task – complete recipe evaluations from last week Complete the 2-day menu plan and adapt for different needs Work with a partner to discuss who needs what and choose some suitable recipes for the patients. 1 day each and share results. Caramelised 3 onion tart Short crust pastry – rolling, shaping and rubbing in. Caramelisation.	Vit C & Iron. Vit A poster
4 Extended writing piece (marked assessment) KLI3, KLI7	1.To make well kneaded and rolled wraps 2. To make a successful chilli mix and baked enchilada dish 3. Compare and contrast the nutritional needs of a two groups of people	Dietary needs Do now task – complete recipe evaluations from last week Complete the dietary needs comparison (EXT) Create a menu plan leaflet for the chosen needs. Mixed bean enchiladas Layering/ white sauce. Knife skills, use of hob	Choux buns video
5	1. To make a good quality choux paste 2. To make evenly shaped profiteroles	Dietary needs Choux buns Do Now task – vide on Choux Choux paste, Filling, Chocolate sauce	Vit D and Calcium poster
6	1. To make an evenly rolled and smooth dough	Dietary needs Do now task – complete recipe evaluations from last week	Swiss roll design

	<p>2. To make uniform shaped and evenly cut cookies</p> <p>3. To improve work on theory lessons</p>	<p>Rugelach</p> <p>Completion of improvements and catch up on work required so far.</p>	
7	<p>1. To make an evenly rolled, well risen and moist cake</p> <p>2. To make uniform and well patterned design</p>	<p>Urban street food</p> <p>Do now task – complete recipe evaluations from last week</p> <p>Introduce Street food topic at the end of the lesson</p> <p>Swiss roll design</p> <p>Garnishing techniques, piping, whisked sponge</p>	<p>Street food task (<u>flipped learning</u>)</p> <p>Indian street food poster</p>
8	<p>To make well-seasoned and cooked jerk chicken dish</p> <p>State some ideas for a <u>Street Food</u> menu</p> <p>Complete the costings for menu items</p>	<p>Urban street food</p> <p>Do now task – complete recipe evaluations from last week</p> <p>Mind map some ideas for a Street Food menu</p> <p>Complete the costings for the menu items KLI 1</p> <p>Jerk chicken</p> <p>Rub and flavours, ingredients</p>	<p>Flipped learning</p> <p>Meringue Video</p>
9	<p>1. Be able to research and extract information to answer questions on Street Food</p> <p>2. To make well flavoured and aerated meringue and well assembled key lime pie</p>	<p>Urban street food</p> <p>Do now task – complete recipe evaluations from last week</p> <p>Extract information from posters to complete questions on Street Food</p> <p>Key lime meringue pie</p> <p>Layering, sweet sauce, meringue.</p>	<p>Street food environmental promise poster</p> <p>KLI 8</p>
10	<p>1. Explain and complete a basic HACCP</p> <p>2. To create a modern and interesting plate design for a savoury dish – scotch egg</p>	<p>Urban street food</p> <p>Do now task – complete recipe evaluations from last week</p> <p>Complete the HACCP table.</p> <ol style="list-style-type: none"> 1. Identify risks of cross contamination at each stage. 2. Suggest ways to prevent cross contamination. 	<p>HASAWA worksheet</p>

		<p>3. Include critical times and temperatures where possible.</p> <p>Scotch Egg – KLI5</p> <p>Plate design for savoury</p> <p>Pane, shaping and moulding, plate design</p>	
<p>11 Practical Assessment KLI 1,2,4,6</p>	<p>1. To make well flavoured and well-seasoned pie</p> <p>2. To make a short and crumbly pastry crust</p>	<p>Urban street food</p> <p>Do now task – complete recipe evaluations from last week</p> <p>Chicken pie</p> <p>Puff pastry, white sauce</p>	<p>Taco Design</p> <p>KLI 5</p>
<p>12</p>	<p>1.To design an interesting and well-presented taco design</p> <p>2.To complete outstanding paperwork as applicable</p> <p>Ext Costing of tacos</p>	<p>Urban street food</p> <p>Do now task – complete recipe evaluations from last week</p> <p>Taco challenge</p> <p>Students create their own taco and taco design</p>	

Assessment feedback grid focusing on the Key Learning Indicators

All criteria in the central column must be met for a student to be making expected progress in these skills. What will the learning look like?



Learning Indicator Ref	Learning Indicator Description	Working Towards Access Supported	Working At Consistent Secure	Working Beyond Mastery Independence
1. Creative problem solving and use of maths	Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." KLI1	Students can use a creative approach and mindset to solve a range of problems	Students can modify their approach to solve issues arising.	Students can use appropriate mathematic approaches to solve issues and help plan or prepare their work.
2. Follow Health and Safety-	Students can demonstrate an awareness of safe working practices KLI2	Students have knowledge of H&S rules and can follow these rules to work safely.	Students can make links between H&S and potential dangers and can work safely and hygienically.	Students closely follow all H&S procedures to work safely and hygienically.
3. Critical thinking-	Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3	Students can reflect on their working and evaluate their work against criteria. Students can analyse products suitability.	Students can reflect on their work and suggest further Improvements. Students can analyse products suitability and compare products effectiveness with support.	Students are able to reflect on their own work suggesting improvements which include justification and reasons. Students can analyse products suitability and compare products effectiveness independently.
4. Quality preparation, research and planning	Students use preparation, research and planning techniques to inform the outcome. KLI4	Students can plan a product to meet consumer needs (likes, dislikes, dietary requirements etc)	Students can carry out research and use this to plan a product to meet consumer needs, with justifications of the decisions made.	Students can carry out research and use this to plan a product to meet consumer needs, with justifications of the decisions made and are able to change/modify where needed.

5. Quality communication	Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5	Students can communicate their ideas well.	Students can communicate their ideas with skill and accuracy.	Students can produce accurate sketching which are communicated precisely.
6. Quality of outcomes through use of specialist technical principles-	Students outcomes meet almost all of the project's success criteria. KLI6	Students can use tools and equipment independently to produce a good quality outcome	Students can use a range of tools and equipment skilfully with accuracy and precision to produce a good quality outcome.	Students can use a wide range of tools and equipment skilfully with accuracy and precision to produce a good quality outcome.
7. Technical terminology-	Students use correct specialist technical terminology used correctly within the unit of work. KLI7	Students understand a range of key words	Students understand a range of key words and can use them within their work.	Students can use a wide range of key words with accuracy and understanding within their work.
8. Sustainability	Students show an understanding of origins of materials and the associated environmental impact. KLI8	Students show some awareness of sustainability and environmental issues when designing products.	Students show good understanding of sustainability and environmental issues when using materials and making food choices	Students show very good understanding of a wide range of sustainability and environmental issues at different stages of the design process
9. DT in context-	Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9	Students understand how some different techniques are used to create products.	Students understand how some different techniques are used to create products and understands the role of professionals in industry.	Students understand how a wide range of different techniques are used to create products and understands the role of professionals in industry.

Assessment Map Overview

Learning Indicator Ref	Learning Indicator Description- All KLI's are covered 3-4 times over the period of a year.	When	Format
KLI 1 KLI 2 KLI 4 KLI 6	<p>Creative problem solving and use of maths- Students show creative and/or independent thinking and modification of approach shown throughout the unit of work to solve issues arising. Students can demonstrate some use of maths to solve technical problems." KLI1</p> <p>Follow Health and Safety- Students can demonstrate an awareness of safe working practices KLI2</p> <p>Quality preparation, research and planning- Students use preparation, research and planning techniques to inform the outcome. KLI4</p> <p>Quality of outcomes through use of specialist technical principles- Students outcomes meet almost all of the project's success criteria. KLI6</p>	Practical assessments week 3 and week 1	Quiche practical Chicken pie practical
KLI 3 KLI 5 KLI 7 KLI 2 (week 10)	<p>Critical thinking- Students use analysis and evaluation used to investigate, compare and contrast products with clear explanation(s) justification. KLI3</p> <p>Quality communication- Appropriate communication techniques are used to communicate design thinking clearly and effectively. KLI5</p> <p>Technical terminology- Students use correct specialist technical terminology used correctly within the unit of work. KLI7</p> <p>Follow Health and Safety- Students can demonstrate an awareness of safe working practices KLI2 (week 10 only)</p>	Assessed written pieces Week 4 and week 10	Comparison of dietary needs HACCP completion
KLI 8 KLI 9	<p>Sustainability - Students show an understanding of origins of materials and the associated environmental impact. KLI8</p> <p>DT in context- Students demonstrate an understanding of efficient manufacturing techniques and working practitioners. KLI9</p> <p>These themes are covered but not assessed</p>	Week 10 homework Two themes/ units for the course and week 1 homework	Homework on environmental promises EHO and environmental work Theme of dietician's role Theme of UK street food festival