

Curriculum Map: Food KS3 23-24						
	YEAR 7		YEAR 8		YEAR 9	
Topic	Year 7 Food		Year 8 Food		Year 9 Food	
<b>Intent</b>	To inspire students' enthusiasm in the subject. To link learning to real-life contexts so that students can relate to the content. To introduce students to key nutritional concepts. To introduce them to recipes which they can use at home and in the future. To refine practical skills so that they can become better at them.		To inspire and foster students' enthusiasm in the subject. To link learning to real-life contexts so that students can relate in more depth to the content. To provide students with key nutritional knowledge. To introduce to and refine existing, practical cooking skills/ recipes which they can use at home and in the future to feed themselves and others.		To inspire and foster students' enthusiasm in the subject and prepare them for life after KS3 Food. To link learning to real-life contexts so that students can relate in more depth to the content. To introduce, refine and embed existing, practical cooking skills/ recipes which they can use at home and in the future to feed themselves and others.	
<b>Start points</b>	Students will have varied experiences of the Food curriculum through the DT delivery at KS2. Students will be able to demonstrate basic skills such as using a small vegetable knife, using the hob and/or oven and washing up.		Thorough understanding of the 5 main nutrients and some understanding of how nutrients work together to support health. Competent practical skills demonstrated in knife skills and using the hob and oven. Clear understanding of how to prepare, cook and store food safely and how to minimise risk of food poisoning. Clear understanding of where a range of foods come from. Competent practical skills demonstrated in more complex knife skills and a variety of dishes.		Thorough understanding of the nutrients and how they are categorised. Knowledge of deficiency diseases and how they can be presented. Competent practical skills demonstrated in handling and cooking raw meat safely and hygienically. Clear understanding of how bacteria can be used to make food products and how it can also be harmful to health. Clear understanding of how food is grown, reared and caught, seasonal foods. Competent practical skills demonstrated in making and shaping dough and pastry.	
<b>Key Knowledge</b>	To know and understand a cuisine (British), the 5 main nutrients (function and examples of foods), what the term energy balance means and how to apply it in everyday life, the calorie value of food and health conditions caused by an unhealthy diet.	To know and understand food safety principles including preparing, storing, and cooking food safely, how to plan recipes on a budget (including case study on Marcus Rashford), food origins, seasonal foods and the link between food and religion during celebrations.	To know and understand a cuisine (European-Italy), the main nutrients categorised into macro and micronutrients and the differences (including excess and deficiency), Case study on Anthony Joshua, BMR (what this means) and Type 2 Diabetes (case study- cause and effect)	To know and understand microorganisms and how they affect food (pathogens and bacteria used in food production), how to plan recipes on a budget (including case study on Jack Monroe), how foods are grown, reared, and caught, seasonal foods, and the link between food and celebratory rites of passage.	To know and understand a cuisine (International- Mexico) and the similarities/ differences compared to European/ British cuisine, the nutrients with emphasis on Vitamins and Minerals (including deficiency diseases: Rickets and Iron Deficient Anaemia), the main types of food poisoning (Salmonella, Campylobacter, Listeria, E-Coli) and contaminants (case study- the food inspectors)	To know and understand how to plan for various diets (including babies, children, teenagers, adults, pregnancy), how to make better food choices (including organic foods/ free-range/ MSC certified), seasonal foods and the link between food and celebratory rites of passage.
<b>Key Skills</b>	Recall of key knowledge around the food groups (KS2 knowledge). Weighing and measuring, cooking individual portions (muffins), wet-to-dry method, melting, peeling, knife skills (bridge and claw), use of the oven, handling chicken, stir-frying, test for readiness, using mincemeat, dry-frying, boiling pasta, rolling out pastry, use of correct chopping boards, dicing and large dice, use of hob and grill (applying heat in different ways) washing up,		Recall of key knowledge around nutrition. Making a cake mixture (creaming), soaking sponge, making a drizzle, marinating chicken, sealing, and frying meat, making a salsa, seasoning, moulding, and shaping meat, making a sauce, boiling pasta, using a tomato sauce as a base, making a yeasted dough, proving, shaping, and baking, cooking with mincemeat, rolling out pastry, making a filling, shaping, and glazing a pastry product.		Recall of key knowledge around nutrition. Handling and seasoning mincemeat, making a salsa and sauce, making, yeasting, proving, and shaping dough, making, shaping, and boiling pasta, marinating, and cooking chicken, de-boning, making a quick pitta dough, making a sauce, testing for doneness, skills appropriate to the level of dish cooked for own choice,	
<b>Recipes (predominantly savoury)</b>	Breakfast muffins, Chicken Chow Mein, Quesadillas, Sicilian Pasta bake, Pizza twists, Seasonal pastry dish Celebratory practical linked to time of year.		Zesty lemon cake, Chicken fajitas, Mediterranean lamb kofta pittas with tzatziki, Spaghetti Bolognese/ meatballs, Calzone, Cornish pasties, Celebratory practical linked to time of year.		Tacos/ Enchiladas, Chicken burger with bread muffins, Lasagne and fresh pasta, chicken and spinach curry with homemade pitta and raita, own choice dish, Celebratory practical linked to time of year.	
<b>Misconceptions and adaptive strategies</b>	Misconception: students may not be able to categorise foods in terms of nutrients. Strategy: discuss the differences between food groups and nutrients.		Misconception: students may not be able to link diet to deficiency diseases. Strategy: provide multiple opportunities across the scheme of work to revisit dietary 'causes and effect'.		Misconception: students may not be able to link diet to deficiency diseases. Strategy: provide multiple opportunities across the scheme of work to revisit dietary 'causes and effect'.	
<b>Key Vocabulary</b>	<b>Tier 2:</b> Cuisine, Nutrients, Calorie, Health, Budget, Seasonal <b>Tier 3:</b> Protein, Carbohydrates, Starches, Vitamins, Minerals, diseases, Danger-zone, Micro-Organism, Bacteria, Pathogen, Mould, Yeast, Seasonality, Sustainability, all of the key practical skill terminology.		<b>Tier 2:</b> Cuisine, Excess, Deficiency, Seasonal, Reared, <b>Tier 3:</b> Macro, Micro-Nutrients, Protein, Alternative Proteins, Fatty acids, Carbohydrates, Starches, Non-Starch-Polysaccharide, Vitamins, Minerals, Energy Balance, BMR, Diabetes, Micro-organisms, Pathogens, Gut bacteria, food miles, celebratory food, all of the key practical skill terminology.		Tier 2: Cuisine, Similarities, Differences, Excess, Deficiency, Seasonal, Reared, Dietary needs Tier 3: HBV/LBV/Alternative proteins, Fatty acids, Carbohydrates, Sugars and Starches, Non-Starch-Polysaccharide, Fat- and Water-soluble Vitamins, Minerals, Excess and Deficiency diseases, Rickets, Anaemia, Salmonella, Campylobacter, Listeria, E-Coli , Dietary needs, Lactation and Pregnancy, organic foods, free-range, MSC, Red Tractor symbol, intensive farming	
<b>Key Reading</b>	<a href="https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/</a> <a href="https://endchildfoodpoverty.org/">https://endchildfoodpoverty.org/</a> <a href="https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-origins-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-origins-11-14-years/</a> <a href="https://www.nationaltrust.org.uk/discover/gardening-tips/guide-to-seasonal-food">https://www.nationaltrust.org.uk/discover/gardening-tips/guide-to-seasonal-food</a> Exploring Food and Nutrition for KS3		<a href="https://www.nhs.uk/live-well/healthy-weight/bmi-calculator/">https://www.nhs.uk/live-well/healthy-weight/bmi-calculator/</a> <a href="https://www.nhs.uk/conditions/diabetes/">https://www.nhs.uk/conditions/diabetes/</a> <a href="https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1?scrybrkr=def8d8ba">https://www.bbc.co.uk/bitesize/guides/z77v3k7/revision/1?scrybrkr=def8d8ba</a> <a href="https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-origins-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-origins-11-14-years/</a> <a href="https://www.nationaltrust.org.uk/discover/gardening-tips/guide-to-seasonal-food">https://www.nationaltrust.org.uk/discover/gardening-tips/guide-to-seasonal-food</a> Exploring Food and Nutrition for KS3		<a href="https://www.nhs.uk/conditions/rickets-and-osteomalacia/">https://www.nhs.uk/conditions/rickets-and-osteomalacia/</a> <a href="https://www.nhs.uk/conditions/food-poisoning/">https://www.nhs.uk/conditions/food-poisoning/</a> <a href="https://www.msc.org.uk">https://www.msc.org.uk</a> <a href="https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-origins-11-14-years/">https://www.foodafactoflife.org.uk/11-14-years/where-food-comes-from-11-14-years/food-origins-11-14-years/</a> <a href="https://www.nationaltrust.org.uk/discover/gardening-tips/guide-to-seasonal-food">https://www.nationaltrust.org.uk/discover/gardening-tips/guide-to-seasonal-food</a> Exploring Food and Nutrition for KS3	
<b>End Point</b>	Thorough understanding of the 5 main nutrients and some understanding of how nutrients work together to support health. Competent practical skills demonstrated in knife skills and using the hob and oven.	Clear understanding of how to prepare, cook and store food safely and how to minimise risk of food poisoning. Clear understanding of where a range of foods come from. Competent practical skills demonstrated in more complex knife skills and a variety of dishes.	Thorough understanding of the nutrients and how they are categorised. Knowledge of deficiency diseases and how they can be presented. Competent practical skills demonstrated in handling and cooking raw meat safely and hygienically.	Clear understanding of how bacteria can be used to make food products (cheese, yoghurt) and how it can be harmful to health. Clear understanding of how food is grown, reared and caught, seasonal foods. Competent practical skills demonstrated in making and shaping dough and pastry.	Thorough understanding of the nutrients with emphasis on the vitamins and minerals and their functions as well as deficiency. Competent practical skills demonstrated in creating layered main meals with various components.	Clear understanding of how various life stages require different nutrition. Clear understanding of how our food choices affect the wider world, where our food comes from and how seasonal foods impact food choice. Competent practical skills and working independently to produce a viable outcome
<b>Form of Assessment</b>	Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 1: knowledge-based quiz and assessed practical based on skills (Sicilian pasta bake). Summative assessment 2: knowledge-based quiz and assessed practical based on skills (seasonal pastry dish).		Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 1: knowledge-based quiz and assessed practical based on skills (lamb koftas). Summative assessment 2: knowledge-based quiz and assessed practical based on skills (Cornish pasties).		Formative assessment throughout lesson activities, whole-class feedback sheets, peer/self-assessment allocated to specific booklet tasks. Summative assessment 1: knowledge-based quiz and assessed practical based on skills (Lasagne). Summative assessment 2: knowledge-based quiz and assessed practical based on skills (Own choice).	
<b>Enrichment opportunities</b>	Opportunity to cook in cooking club. Case study on Marcus Rashford developed in home learning. Homework tasks set every 3 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge.		Opportunity to cook in cooking club. Homework tasks set every 3 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge.		Opportunity to cook in cooking club. Homework tasks set every 3 weeks to support the learning in lesson. Opportunity to link learning to Bradford 2025 and contextualise knowledge.	
<b>Leadership opportunities</b>	Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.		Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.		Opportunities to lead aspects of the lesson (practical demonstrations), show BBEC values through supporting other with practical skills, leading presentation and groupwork.	