

YEAR 7 D&T DEPARTMENT CURRICULUM MAP 2022-2023

FOOD Year 7 (ONE TERM)		FOOD Year 8 (ONE TERM)		Food Year 9 (7 weeks)	
THEORY	PRACTICAL SKILLS	THEORY	PRACTICAL SKILLS	THEORY	PRACTICAL SKILLS
<p>Knowledge and understanding: Safety rules and expectations for the Food room. What is a specification? why is it important. Who uses it? Using the cooker safely methods of heat transfer Washing up Equipment needed Order Detergent as an emulsifier – hydrophobic and hydrophilic ends of an emulsifier Eat well guide – proportions of different food commodities in our diet. Function and portion sizes. Compare own diet to guidelines and peer adjust. Provenance and seasonality. Why are these important? Research project to include food miles. First aid. How to prevent cuts, burns, scalds, and fainting. What to do if they happen. Science. Cake making. Working characteristics of each ingredient and their functional properties in the recipe.</p> <p>Researching: Provenance and food miles project. How to write up a recipe for a child – what to look for.</p> <p>Evaluating: Evaluation of final practical product and their written work. Does it meet the specification they wrote at the beginning.</p>	<p>Skills: Knife skills – safety, handling and use of claw and arch grips Use of the oven, hob and grill. Pan safety. Washing up and leaving the room hygienic. Food Storage.</p> <p>Focused practical tasks: Fruit salad Dips and dippers Flapjack/granola Croque monsieur Mini cakes Scones – mix of flavours. Scone based Pizza Vegetable soup Free assessed practical</p> <p>Science: Science investigation looking at the working characteristics and functional properties of butter, sugar, flour and eggs. Predicting possible outcomes Working as a team and developing an understanding of analysing results and evaluating.</p>	<p>Knowledge and Understanding: Nutrition – what is nutrition and what is a nutrient? Macro and micro nutrients Detailed information on all five main groups. The functions, sources, structure and deficiency disease and its symptoms will be covered for all. Sensory analysis – how and when is this used? What is it and why is it important? Eat well guide – revision of Eat Well guide through analysis of assessment meal. Reasons for choice–how to write a reasons for choice. What should it include: colour, flavour, texture, aroma, skills and nutritional information about the dish they are cooking for final assessment. Time plans – how to write a time plan. Order of jobs, special points for health and safety. Evaluating – reflection on final assessment practical. The good the bad and the, what next?</p> <p>Researching: Using a range of sources (which must be recorded) to find out about the nutrient groups. Collecting a range of recipe ideas for discussion before final choices are made.</p> <p>Design Development: Draw and annotate images of how their food will be presented.</p>	<p>Skills: Knife skills – safety, handling and use of claw and arch grips Use of the oven, hob and grill. Pan safety. Washing up and leaving the room hygienic. Food Storage. Use of small electrical equipment to include – Magi Mix, Kenwood, Stick blender, Kettle, Pasta machine, Hand held electric whisk.</p> <p>Focused practical tasks: Ratatouille (knife safety and use of the hob) Lemon curd (preservation) Pastry – jam tarts Thai chicken curry (meat handling) Carrot cakes Cauliflower cheese (roux sauce) Two free assessed practicals to display high order skills, linking to the theory and applying their knowledge. Sensory analysis session – students to carry out a sensory analysis test and record results. Discussion to follow on how valuable the method of recording was and should a different method be used?</p> <p>Science extension: Why is food</p>	<p>Knowledge & Understanding Chicken deconstruction – note taking skills. Functional properties and Working characteristics (GCSE) Humectants Healthy eating revisited and ultra-processed foods</p> <p>Application of knowledge Applying the science to the practical through predictions and hypothesis (GCSE NEA1)</p> <p>Evaluating – reflection on final assessment practical. The good the bad and the, what next? Evaluating the science element of the practical and what could be done next (NEA1).</p> <p>Researching: Recipes for final assessment that meet specification criteria.</p> <p>Research the working characteristics and functional properties of Sugar and egg, self-raising flour and soft margarine</p> <p>Design development Plan an experiment in small groups to determine how sugar can be reduced in cake making and still maintain an acceptable, palatable product.</p> <p>Extension tasks or cover lessons: Religious beliefs and how these influence food choices. Look at five main world religions – Christianity, Hinduism, Buddhism, Sikhism and Islam. Use text books to research and zig zag sheets. Factors affecting food choice Video on What are we feeding our kids – BBC programme on the impact of Ultra processed foods on our bodies and minds. New classification for foods regarding their processed state or not</p>	<p>Skills: Knife skills – safety, handling and use of claw and arch grips Use of the oven, hob and grill. Pan safety. Washing up and leaving the room hygienic. Food Storage. Use of small electrical equipment to include – Magi Mix, Kenwood, Stick blender, Kettle, Pasta machine, Hand held electric whisk.</p> <p>Focused practical tasks: Deboning a chicken carcass Chicken Kiev, batter, pane Spaghetti Bolognese/Chilli Pastry making and baking blind Quiche/Bakewell/Treacle tart Fresh pasta making Filled and rolled pasta Free assessed practical where students will be required to identify high order skills and their use (link to NEA2 at GCSE)</p>
<p>Link to GCSE: Health and safety Provenance Research skills, use a range of sources and identify them (key to grades at GCSE in both NEA1 and 2) Food science – WC and FP Planning an experiment Recording results Analysing and evaluating results</p>	<p>Link to GCSE: Food Science NEA1: WC and FP of ingredients in a given recipe. Setting up an experiment Analysing data Evaluating and formulating extension for the future. All practical skills are the foundation of higher order dishes in the future. Correct and safe use of equipment.</p>	<p>Link to GCSE: Research skills, use a range of sources and identify them (key to grades at GCSE in both NEA1 and 2) Nutrition and nutrients. Macro and Micro nutrient groups. Applying knowledge through reasons for choice (NEA2 at GCSE) Planning and organising time in time plans (NEA2 at GCSE) Evaluating and suggestions for the future (NEA1 and 2 at GCSE) Sensory analysis (NEA1 at GCSE)</p>	<p>Link to GCSE: Food Science NEA1: WC and FP of ingredients in a given recipe. Setting up an experiment. Analysing data. Evaluating and formulating extensions for the future. All practical skills area repeated from year seven to reinforce and secure knowledge. New skills added in to increase range ready for GCSE. Correct and safe use of small electrical equipment as well as hand held equipment.</p>	<p>Link to GCSE: Research skills, use a range of sources and identify them (key to grades at GCSE in both NEA1 and 2) Building a bibliography as required for GCSE NEA 1 and 2. Nutrition and nutrients. Macro and Micro nutrient groups. Applying knowledge by predicting the outcomes for the different variables in the experiment – as required at GCSE in NEA1. Planning and organising time in the experiment (NEA1 at GCSE) Evaluating and suggestions for the future (NEA1 and 2 at GCSE) Sensory analysis (NEA1 at GCSE)</p>	<p>Link to GCSE: Evaluating and formulating extensions for the future. All practical skills area repeated from year seven to reinforce and secure knowledge. New skills added in to increase range ready for GCSE. Correct and safe use of small electrical equipment as well as hand held equipment.</p>
<p>ASSESSMENT Verbal feedback in all practical lessons. Verbal and written feedback in booklets using the KS3 eight-point assessment criteria. Written test at the end of the course /40. Multiple choice and one extended question – supporting students to develop the skills to successfully answer an extended question (GCSE)</p>	<p>ASSESSMENT Verbal feedback given in all practical lessons. Photographs taken of final assessment dishes for students to have. Verbal and written feedback given on final assessed practical.</p>	<p>ASSESSMENT Verbal and written feedback in booklets using the KS3 eight-point assessment criteria. Written test at the end of the course /40. Multiple choice and one extended question – supporting students to develop the skills to successfully answer an extended question (GCSE)</p>	<p>ASSESSMENT Verbal feedback given in all practical lessons. Photographs taken of final assessment dishes for students to have. Verbal and written feedback given on final assessed practical.</p>	<p>ASSESSMENT Assessed on the cover of the booklets – 8 common assessment criteria Practical assessment of chosen dish. Written test – if there is time. Multiple choice and one extended question – supporting students to develop the skills to successfully answer an extended question (GCSE)</p>	<p>ASSESSMENT Verbal feedback given in all practical lessons. Photographs taken of final assessment dishes for students to have. Verbal and written feedback given on final assessed practical.</p>