**Curriculum Content Map**

**Year group: 7**

**Subject: Food Studies**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **TERM 1**  **(7 lessons)** | | **TERM 2**  **(6 lessons)** | | **TERM 3**  **(6 lessons)** | |
|  | September October or November December | | January February or February March | | April May or June July | |
| Virtues | 1. Friendliness and Civility (Sept)  2. Justice and Truthfulness (Oct)  Or  3. Courage (Nov)  4. Generosity (Dec) | | 5. Gratitude (Jan)  6. Good Speech (Feb)  Or  6. Good Speech (Feb)  7. Good Temper and Good Humour (Mar) | | 8. Self Mastery (April and May)  Or  9. Compassion (June)  10. Good Sense (July) | |
| Skills | 1. Listening (Sept)  2. Leadership (Oct)  3. Problem Solving (Nov)  4. Creativity (Dec) | | 5. Staying Positive  6. Speaking  7. Staying Positive | | 8. Aiming High  9. Aiming High  10. Speaking  11. Teamwork | |
| Topic Title & Description | **Fruit Salad**  Introduction to knife skills and health and safety. | **Deli Salad with dressing.**  Knife skills continued | **Pizza toast**  Carbohydrates theory, knife skills and use of the grill. | **Fish goujons**  Protein theory and working with fish and use of the oven. | **Sugar free muffins**  Healthy alternatives to cakes. Use the all in one method. | **Apple crumble**  Food processing theory. |
| Links to programme of study | Point 1  Point 3  Point 4 | Point 1  Point 2  Point 3  Point 4 | Point 1  Point 2  Point 3  Point 4 | Point 1  Point 2  Point 3  Point 4 | Point 1  Point 3  Point 4 | Point 1  Point 3  Point 4 |
| Sequencing and sequencing skills | Introduction to knife skills which are used in many topics – fruits  Introduction to skill needed throughout the year  Builds to use of knife skills in deli salad (2nd half of term 1a) | Knife skills with vegetables which is more challenging.  Builds from knife skills in fruit salad. Builds to pizza toast in 2nd term. | Includes vegetables and knife skills but introduces carbohydrates  Builds on term 1 – incorporates previously learned knife skills, alongside use of the grill.  Builds from use of knife skills in fruit salad and deli salad.  Builds to using knives with protein products in 2nd half of term 2. | Includes new skills – working with fish for the first time.  Builds on term 1- incorporates previously learned knife skills, alongside use of the oven.  Builds from knife skills in fruit salad, deli salad and pizza toast.  Builds to using the oven for baking sweet dishes. | Use of a new skill – all in one method and first sweet dish created  Builds from use of the oven in term 2 with pizza toast.  Builds to creating apple crumble in the 2nd half of term 3. | More challenging sweet dish – use of knife skills, combining ingredients, presentation and use of the oven.  Builds from apple crumble.  Builds to cereal bars tray bake in year 8. |
| Retrieval Practice  Put this above knowledge | Health and safety and rules and routines in the kitchen for a safe hygienic environment | Retrieval of knife skills – claw grip and bridge hold, health and safety | Recap of knife skills and health and safety. | Carbohydrates recap. | Recap of protein theory. | Recap of the all in one method. |
| New Learning | Conducting a practical  How to use a knife  Washing up skills | Creating a dressing to go with salad | Use of the grill safety.  Carbohydrates theory. | Use of the oven.  Protein theory. | Use of the all in one method, weighing and measuring and combining ingredients. | Use of the oven and baking a practical dish. Focus on presentation of food products and combining ingredients. |
| Literacy | Key terminology:  Claw grip, bridge hold, green chopping board. | Reading, understanding and following a recipe accurately. | Reading, understanding and following a recipe accurately. | Reading, understanding and following a recipe accurately. | Reading, understanding and following a recipe accurately.  Key words. | Reading, understanding and following a recipe accurately.  Key words. |
| Numeracy | Timings | Timings | Measuring ingredients  Quantities  Use of the timer | Measuring ingredients  Quantities  Use of the timer | Weighing  Measuring ingredients  Quantities  Use of the timer | Weighing  Measuring ingredients  Quantities  Use of the timer |
| Independent  Learning | Eating and evaluating their dish. | Eating and evaluating their dish. | Eating and evaluating their dish.  Relates to evaluation lesson in the topic – star profiles and sensory properties of the dish created. | Eating and evaluating their dish.  Relates to evaluation lesson in the topic – star profiles and sensory properties of the dish created | Eating and evaluating their dish.  Relates to evaluation lesson in the topic – star profiles and sensory properties of the dish created | Eating and evaluating their dish.  Relates to evaluation lesson in the topic – star profiles and sensory properties of the dish created |
| Super curricular activities | Fruit presentation challenge. | Salad presentation challenge. | Beans on toast competition. | Potential home creations competition | ‘Star baker’ awards for the topics practical task | ‘Star baker’ awards for the topics practical task |
| British values  and SMSC | Cultural aspect of food | Cultural aspect of food | Food of different cultures – relating to Italy | Food of different cultures – relating to France | Moral – creating recipes with health alternative ingredients | Social – creating dishes to share with others |
| Links to skills and virtues | Friendliness and Civility – Peer support in training in the workroom, understanding health and safety. Sharing of tools, peer-assessing tool skills  Listening – Instructions regarding the safe use and knives in the classroom.  Justice and Truthfulness – When reviewing own work.  Leadership – Lead on presentation of a product, then leading on their own practical tasks.  ---------------------------or--------------------------------  Courage – Being honest about their skills and confidence levels.  Problem Solving – Overcoming challenges in practical work.  Generosity – giving peers support when needed.  Creativity – In practical tasks, considering presentation. | | Gratitude – Appreciation of products and how they have solved everyday problems  Staying Positive – In practical work  Good Speech – Having the confidence to ask for support when needed in practical tasks.  Speaking – Oracy in presentation of ideas  ----------------------------or-------------------------------  Good Speech – Sharing answers with the class  Speaking – Oracy in presentation of idea  Good Temper/Humour – Remaining calm if experience challenges s in practical tasks under time pressure.  Staying Positive – Using feedback in a positive way to improve practical skills. | | Self–Mastery – Independent work for sugar free muffins and apple crumble.  Aiming High – Looking for the best finish and presentation in all practical tasks.  ----------------------------or-------------------------------  Compassion – Help with peer-feedback and evaluation in a caring and constructive way.  Speaking – talking about processes, they are undertaking when asking to explain processes.  Good sense – following health and safety and being careful with hot ovens.  Teamwork – students work together in pairs during practical work, supporting each other.  . | |
| Careers | Chef  Catering  Events  Hospitality | Chef  Catering  Events  Hospitality | Chef  Catering  Events  Hospitality | Chef  Catering  Events  Hospitality | Chef  Catering  Events  Hospitality | Chef  Catering  Events  Hospitality |
| Formative assessment | Making fruit salad | Making deli salad with dressing | Making pizza toast | Making fish goujons | Making sugar free muffins using the all in one method | Making apple crumble |
| Summative assessment | > | Practical assessment making vegetable cous- cous | > | Practical assessment making vegetable skewers | > | Practical assessment making scones. |
| Personalised Challenge for LA | Step by step guide. 1:1 support via demo and modelling in lesson. | Step by step guide. 1:1 support via demo and modelling in lesson. | Step by step guide. 1:1 support via demo and modelling in lesson. | Step by step guide. 1:1 support via demo and modelling in lesson. | Step by step guide. 1:1 support via demo and modelling in lesson. | Step by step guide. 1:1 support via demo and modelling in lesson. |
| HA Challenge | Adapt the recipe to suit taste. Work independently. | Adapt the recipe to suit taste. Work independently. | Step by step guide. 1:1 support via demo and modelling in lesson. | Step by step guide. 1:1 support via demo and modelling in lesson. | Step by step guide. 1:1 support via demo and modelling in lesson. | Step by step guide. 1:1 support via demo and modelling in lesson. |
| ICT Opporunities | HW set digitally  Recipes online  Reading links | HW set digitally  Recipes online  Reading links | HW set digitally  Recipes online  Reading links | HW set digitally  Recipes online  Reading links | HW set digitally  Recipes online  Reading links | HW set digitally  Recipes online  Reading links |