

Curriculum Content Map		Subject: Food Yr 7		
Month		Rotation 1 - kitchen Skills, Theory & Practical	Rotation 2 - Kitchen Skills, Theory & Practical	
Cultural Transmission	Units of Work	Kitchen Skills Knife holds (bridge) Food hygiene (raw/cooked ingredients & storage) Health & safety (spills, oven, hob safety) Weighing & measuring (scales, measuring jugs, spoons) Theory Carbohydrates theory. (where they come from, how they are used by the body) Protein theory (where protiens are found in food, how they are used by the body) Practical Fruit salad (slicing, dicing fruit) Apple crumble (dicing fruit, mixing ingredients, baking) Pizza wrap (slicing vegetables, baking) Fish goujons (handling fish, baking) Sugar-free muffins (swapping ingredients)	Kitchen Skills Knife holds (bridge) Food hygiene (raw/cooked ingredients & storage) Health & safety (spills, oven, hob safety) Weighing & measuring (scales, measuring jugs, spoons) Theory Carbohydrates theory. (where they come from, how they are used by the body) Protein theory (where protiens are found in food, how they are used by the body) Practical Fruit salad (slicing, dicing fruit) Apple crumble (dicing fruit, mixing ingredients, baking) Pizza wrap (slicing vegetables, baking) Fish goujons (handling fish, baking) Sugar-free muffins (swapping ingredients)	
	National Curriculum area – KS3	<ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet understand the source, seasonality and characteristics of a broad range of ingredients. 	<ul style="list-style-type: none"> understand and apply the principles of nutrition and health cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet understand the source, seasonality and characteristics of a broad range of ingredients. 	
	Substantive Knowledge	<i>The What!</i>	We want out students to develop their basic preparation and cooking skills taught at KS2 and learn how to cook and to feed themselves affordably and well, now and in later life. Students learn how to cook and apply the principles of nutrition and healthy eating. The key principles of health and safety are taught from the start of Year 7 to enable students to adopt good food hygiene practices and be aware of potential hazards in the food room. They will study macronutrients and make traditional food from different cultural backgrounds such as Italian pizza toast and Mediterranean fish based meals.	
	Disciplinary Knowledge	<i>The How!</i>	They will understand and apply the principles of nutrition and health and begin with making fruit smoothies and pasta salads as they develop their knife skills. These dishes will further build upon their knife skills as well as teaching students invaluable knowledge of handling raw and cooked meat safely. They will become competent in a range of cooking techniques: selecting and preparing ingredients; using utensils and electrical equipment and applying heat in different ways such as use of the hob and grill. We want our students to be aware of the food choices they make and encourage them to create healthy dessert dishes. They will make healthy muffins and apple crumble which will develop their ability to combine, shape and present dishes to a high standard.	
	Sequencing (Flow)	<i>Retrieval & Extension</i>	Design and develop recipes which combine skills Create a rage of sweet & savoury healthy dishes. Explore alternative lifestyle meals/ vegetarian meals as part of a varied diet Make Weighing & measuring ingredients and using portion control. Evaluate Use sensory evaluation to analyse dishes Experiment with aternitve ingredients to create inexpensive and healthier options. Technical Knowledge Baking, Simmering, boiling knife skills, slicing, dicing, chopping understand carbohydrates and protiens.	Design and develop recipes which combine skills Create a rage of sweet & savoury healthy dishes. Explore alternative lifestyle meals/ vegetarian meals as part of a varied diet Make Weighing & measuring ingredients and using portion control. Evaluate Use sensory evaluation to analyse dishes Experiment with aternitve ingredients to create inexpensive and healthier options. Technical Knowledge Baking, Simmering, boiling knife skills, slicing, dicing, chopping understand carbohydrates and protiens.
Summative Assessment		Students will have a summative assessment on preparing and creating a savoury dish. Students will complete a summative assessment on preparing and creating a sweet dish	Students will have a summative assessment on preparing and creating a savoury dish. Students will complete a summative assessment on preparing and creating a sweet dish	
Personal Empowerment	Virtue	1. Friendliness and Civility (September) 2. Justice and Truthfulness (October) 3. Courage (November) 4. Generosity (December) 5. Gratitude (January) 6. Good Speech (February)	1. Good Speech (Feb) 2. Good Temper and Good Humour (March) 3. Self Mastery (April and May) 4. Compassion (June) 5. Good Sense (July)	
	Link to Virtue	<i>The opportunity to reflect, think deeply and critically about an issue.</i> Friendliness and Civility – Peer support in practical tasks, working together. Justice and Truthfulness – When reviewing own work. Courage – Being honest about their skills and confidence levels with using equipment. Generosity – Sharing of equipment and ingredients Gratitude – Appreciation of products and how they have solved everyday problems Good Speech - Using correct vocabulary for techniques and practices.	Good Speech - Using correct vocabulary for techniques and practices. Good Temper & Good Humour – keeping calm when things go wrong. Self-Mastery – Independent work for sugar free muffins and apple crumble. Compassion – Help with peer-feedback and evaluation in a caring and constructive way Good sense – following health and safety and being careful with hot ovens.	
Preparation for Work	Skill	1. Listening (September) 2. Leadership (October) 3. Problem Solving (November) 4. Creativity (December) 5. Staying Positive (January) 6. Speaking (February)	1. Speaking (February) 2. Staying Positive (March) 3. Aiming High (April and May) 4. Speaking (June) 5. Teamwork (July)	
	Link to Skill	<i>Transferable skills</i> Listening – Instructions regarding the safe use of equipment in the food room. Leadership – Lead on presentation of product. Problem-Solving – Overcoming challenges in practical cooking tasks and adjusting recipes Creativity – In presentation of food products Staying Positive – Using feedback in a positive way to improve practical skills. Speaking – talking about processes, they are undertaking when asking to explain processes.	Speaking – talking about processes, they are undertaking when asking to explain processes. Staying Positive – Using feedback in a positive way to improve practical skills. Aiming High – Looking for the best finish and presentation in all practical tasks. Speaking – talking about processes, they are undertaking when asking to explain processes. Teamwork – students work together in pairs during practical work, supporting each other.	
Preparation for Citizenship	SMSC & British Values	An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely	An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely	
	Link to SMSC & British Values	<i>Developing opinions on current issues</i> Pupils will be working together cooking in pairs which will help them to recognise how they can show initiative and understand the concesquences of thir actions.	Pupils will be working together cooking in pairs which will help them to recognise how they can show initiative and understand the concesquences of thir actions.	