

## The Warriner School Subject Curriculum Map



Subject: <b>Food – Preparation and Nutrition</b>	Year Group: <b>Yr. 9</b>	Unit: <b>Making Choices</b>
<p>Unit objectives: (NC Statements)</p> <ul style="list-style-type: none"> <li>• Pupils will deepen their knowledge and understanding of food and nutrition.</li> <li>• Pupils will deepen their knowledge food provenance.</li> <li>• Pupils will further develop their food skills and techniques.</li> <li>• Pupils will further develop and demonstrate the principles of food hygiene and safety.</li> <li>• Pupils will deepen and apply their knowledge of consumer food and drink choice.</li> <li>• Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently.</li> <li>• Pupils will build and apply a repertoire of knowledge, understanding and skills in order to create and make recipes and dishes for a wide range of people.</li> <li>• Pupils will evaluate and test their ideas and the work of others.</li> </ul>		
<p>Context for study: This scheme of work has been developed to enable pupils to secure and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a wider range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider consumer issues, food and its functions and new trends in food.</p>		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p> <ul style="list-style-type: none"> <li>• To know the characteristics of ingredients and how they are used in cooking;</li> <li>• To know how to adapt and follow recipes to prepare and cook a range of predominately savoury dishes;</li> <li>• To know a range of food skills and techniques;</li> <li>• To know the principles of food hygiene and safety in a range of situations;</li> <li>• To know how to investigate and discuss new food trends;</li> <li>• To know and demonstrate the knowledge, understanding and skills needed to engage in an iterative process of planning and making;</li> </ul>		
<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <ul style="list-style-type: none"> <li>• Q&amp;A during the lessons</li> <li>• Ability to correctly identify methods of manufacture in order</li> <li>• Short answer questions that demonstrate understanding and AfL</li> </ul>	<p>Literacy and Oracy development opportunities:</p> <p>Reading:</p> <p>Pupils should be taught to understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> <li>• learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries;</li> </ul>	
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Practical outcomes</p> <p>Weekly assessment tasks supporting learning objectives</p> <p>Formative Summative Assessment Task</p>	<p>Writing:</p> <p>Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> <li>• summarising and organising material, and supporting ideas and arguments with any necessary factual detail;</li> </ul>	

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	<ul style="list-style-type: none"> <li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form;</li> </ul> <p>Pupils should be taught to plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> <li>• considering how their writing reflects the audiences and purposes for which it was intended;</li> <li>• paying attention to accurate grammar, punctuation and spelling;</li> </ul> <p>Grammar and vocabulary:</p> <p>Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> <li>• using Standard English confidently in their own writing and speech;</li> </ul> <p>Spoken English:</p> <p>Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> <li>• using Standard English confidently in a range of formal and informal contexts, including classroom discussion;</li> <li>• giving short speeches and presentations, expressing their own ideas and keeping to the point;</li> <li>• participating in formal debates and structured discussions, summarising and/or building on what has been said.</li> </ul>
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### Differentiated learning outcomes summary

All pupils will:	Most pupils should:	Some pupils will have progressed further and could:
<p>Carry out 7 hours practical cooking, making a range of basic dishes.</p> <p>List, secure and demonstrate the principles of food hygiene and safety when preparing and cooking ingredients.</p> <p>Explain the dietary needs of children and young people, and other key life stages</p>	<p>Carry out with skill and accuracy 7 hours practical cooking, making a range of dishes.</p> <p>Explain, secure and demonstrate the principles of food safety and hygiene when preparing and cooking ingredients.</p> <p>Explain the dietary needs of children and young people, and other key life stages and apply this knowledge when planning and preparing dishes.</p>	<p>Independently, with skill and accuracy, carry out 7 hours practical cooking, making a more complex range of dishes.</p> <p>Describe, secure and independently demonstrate the principles of food safety and hygiene when preparing and cooking ingredients.</p> <p>Independently apply their knowledge of the dietary needs of children and other key life stages when planning and preparing dishes.</p> <p>Explain how diet related disorders and their causes can be addressed through planning and preparation of dishes.</p>

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<p>Investigate information available to the consumer regarding food labelling, availability, traceability, and animal welfare.</p> <p>Recognise and explain food certification and assurance schemes.</p> <p>Explain the characteristics of some ingredients and how they are used in cooking.</p> <p>Carry out practical tests to demonstrate the characteristics of ingredients.</p> <p>Plan and create a dish suitable for a specific need.</p> <p>Investigate new food trends.</p> <p>With some assistance write a plan for a recipe-kit to meet a specified need.</p> <p>Create a 3-course menu</p> <p>Cost the meal from a supermarket website</p> <p>Work out the equipment to be used from a recipe</p>	<p>Explain information available to the consumer regarding food labelling, availability, traceability, and animal welfare.</p> <p>Recognise and explain the role of food certification and assurance schemes.</p> <p>Explain the characteristics of a range of ingredients and how they are used in cooking.</p> <p>Carry out practical tests to demonstrate the characteristics of ingredients and evaluate the outcomes.</p> <p>Plan and create a dish suitable for a specific need.</p> <p>Investigate and discuss new food trends.</p> <p>Write a plan for a recipe-kit to meet a specified need.</p> <p>Create a 3-course menu with complimentary dishes</p> <p>Understand the costing of a meal from a supermarket website</p> <p>Independently, work out the equipment to be used in order to prepare a 3-course meal.</p>	<p>Appraise information available to the consumer regarding food labelling, availability, traceability, and animal welfare.</p> <p>Recognise and explain food certification and assurance schemes and their benefit to the consumer.</p> <p>Independently explain the characteristics of a wide range of ingredients and how they are used in cooking.</p> <p>Carry out practical tests to demonstrate the characteristics of ingredients and evaluate and explain the outcomes.</p> <p>Plan and create a dish suitable for a specific need.</p> <p>Summarise new food trends and discuss the advantages and disadvantages.</p> <p>Independently write a plan for a recipe-kit to meet a specified need.</p> <p>Create a 3-course menu with complimentary dishes and associated accompaniments.</p> <p>Independently cost a meal and be able to substitute ingredients using a supermarket website.</p> <p>Independently, work out and justify the selection of the equipment to be used in order to prepare a 3-course meal.</p>
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Plan linearly how to prepare and cook a three-course meal	Plan how to prepare and cook a three-course meal	Plan how to prepare and cook a three-course meal understanding how to prioritise and that sometimes dishes need to be prepared and cooked in different order.
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**National Curriculum** (focus areas for Year 8 D&T shown in bold)

### Mathematics:

#### Number

Pupils 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

Pupils should be taught to:

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

### 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).

**RSE and Health education:** (statutory from September 2020)

#### Healthy eating

Secondary school pupils should continue to develop knowledge specified for primary:

- What constitutes a healthy diet (including understanding calories and other nutritional content).

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- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**and** cover the specified secondary content:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### Physical health and fitness

Secondary school pupils should continue to develop knowledge specified for primary:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).

**and** cover the specified secondary content:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

*(Note: there are additional statements for Physical health and fitness in the statutory guidance.)*

### Health and prevention

Secondary school pupils should continue to develop knowledge specified for primary:

- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to allergies, immunisation and vaccination.

**and** cover the specified secondary content:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

*(Note: there are additional statements for Health and prevention in the statutory guidance.)*