



HE KS3 Year 7 Curriculum Map cover sheet

Subject: Food	Year Group 7	Key Stage 3
Links to prior learning Students start learning about health and safety in the kitchen and also basic skills. Students may have some experience of cooking at school or at primary school. Students cover : Healthy and safety in the kitchen Sensational snacks	Retrieval Practice Each student is given a booklet each half term. Throughout year 7, retrieval practice takes place through theory using MWBs but also through practical lessons where skills are revisited regularly.	Adaptive teaching strategies Visual aids and physical demonstrations support learners. Differentiated questions asked throughout the lessons.
Literacy Reading aloud takes place in lessons. Also definitions of key terms and key vocabulary like sensory descriptors are given and discussed as well. We make sure that students answer their evaluations with full sentences.	Oracy Students discuss recipes during practicals. This is also developed through planning of assessment dishes, group tasks of dish ideas. Cold calling is used to ask questions.	Numeracy Maths is used through measuring ingredients. Usage of %, g,kg is regularly mentioned in lessons when talking about nutritional values of an ingredient for example.

Careers across the Curriculum This can lead to students taking food at GCSE and then after careers in the food industry.	Wider Curriculum opportunities	Super Curriculum Help with cooking at home Knowledge about how to eat healthy
Assessment and feedback In Year 7 Summative assessment takes place once a term. The students have to make a dish they have already cooked but with some changes. After, feedback is given and steps to improve are given too. Also during each practical, verbal feedback is regularly given to the students. Students respond to feedback using green pens.		



HE KS3 Year 8 Curriculum Map cover sheet

Subject: Food	Year Group 8	Key Stage 3
Links to prior learning Students Build on core concepts from Year 7, reinforcing foundational knowledge. Revisits key vocabulary and frameworks to deepen understanding and application. Sequenced to ensure knowledge is layered effectively, enabling progression. Provides continuity with thematic or skill-based threads introduced in earlier years. Students cover : Delicious Dishes Food Around The World	Retrieval Practice Each student is given a booklet each half term. Throughout year 8, retrieval practice takes place through theory using MWBs but also through practical lessons where skills are revisited regularly.	Adaptive teaching strategies Visual aids and physical demonstrations support learners. Differentiated questions asked throughout the lessons .Use of formative assessment to inform planning and adapt in real time.Scaffolded resources to support diverse learners.
Literacy Reading aloud takes place in lessons. Also definitions of key terms and key vocabulary like sensory descriptors are given and discussed as well. We make sure that students answer their evaluations with full sentences.	Oracy Students discuss recipes during practicals. This is also developed through planning of assessment dishes, group tasks of dish ideas. Cold calling is used to ask questions.	Numeracy Maths is used through measuring ingredients. Usage of %, g,kg is regularly mentioned in lessons when talking about nutritional values of an ingredient for example.

Careers across the Curriculum This can lead to students taking food at GCSE and then after careers in the food industry.	Wider Curriculum opportunities Year 7 Food After school club Junior Bake off competition	Super Curriculum Help with cooking at home Knowledge about how to eat healthy
Assessment and feedback In Year 8 Summative assessment takes place once a term. The students have to make a dish they have already cooked but with some changes. After, feedback is given and steps to improve are given too. Also during each practical, verbal feedback is regularly given to the students. Students respond to feedback using green pens.		



HE KS3 Year 9 Curriculum Map cover sheet

Subject: Food	Year Group 9	Key Stage 3
Links to prior learning Reinforces key knowledge and skills developed in Years 7 and 8. Connects prior themes, vocabulary, and assessment formats to future GCSE units. Revisits misconceptions identified in earlier years for deeper mastery. Encourages independent learning behaviours developed throughout KS3. Students cover : Health & Safety within the Kitchen Food and Farming	Retrieval Practice Each student is given a booklet each half term. Throughout year 9, retrieval practice takes place through theory using MWBs but also through practical lessons where skills are revisited regularly.	Adaptive teaching strategies Visual aids and physical demonstrations support learners. Differentiated questions asked throughout the lessons .Use of formative assessment to inform planning and adapt in real time.Scaffolded resources to support diverse learners as well as targeted questioning strategies.
Literacy Reading aloud takes place in lessons. Also definitions of key terms and key vocabulary like sensory descriptors are given and discussed as	Oracy Students discuss recipes during practicals. This is also developed through planning of assessment dishes, group tasks of dish ideas. Cold calling is	Numeracy Maths is used through measuring ingredients. Usage of %,kg is regularly mentioned in lessons when talking about nutritional values of an

well. We make sure that students answer their evaluations with full sentences.	used to ask questions.	ingredient for example.
Careers across the Curriculum This can lead to students taking food at GCSE and then after careers in the food industry.	Wider Curriculum opportunities Year 9 Food After school club Future Chef competition/ culinary course FutureChef	Super Curriculum Help with cooking at home Knowledge about how to eat healthy
Assessment and feedback In Year 9 Summative assessment takes place once a term. The students have to make a dish they have already cooked but with some changes. After, feedback is given and steps to improve are given too. Also during each practical, verbal feedback is regularly given to the students. Students respond to feedback using green pens.		

Food KS3 Long Term Plan

Programme of Study Pupils should be taught to:	Year 7	Year 8	Year 9 (option)
Understand and apply the principles of nutrition and health	• 5 a day • Vitamins and minerals • Basic principles of hygiene, preparing myself to cook	• Eatwell guide • Macronutrients • Hygiene including the preparation and storage of perishable foods	• Nutrition messages taught through commodities Meat and Fish, Milk and dairy products, Cereals (fibre), • Food contamination by microbiological organisms and allergens. Awareness of hygiene control in restaurants - EHO
Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet	• Range of dishes with fruit and vegetables, Savoury rice, stir fry, fruit salad, roast veg with cous cous, coleslaw, • Cook a range of dishes which could be used as snacks flapjacks, scones, pizza pinwheels, pineapple upside down cake	• Range of dishes that can be used as traditional family meals meatballs, Victoria sandwich, Macaroni/Cauliflower Cheese, Pies, Pasties • Range of dishes from around the world Fajitas and guacamole, Bolognese sauce, pizza, thai curry, American muffins, Spanish Chicken	• Wide range of foods cooked in each ½ termly module ○ Health and safety ○ Creative Cakes ○ Meat and Fish ○ Milk and dairy products ○ Perfect Pastry ○ Cereals Dishes are more challenging often having more than one component and most have a challenge task to stretch the most able.
Be competent in a range of cooking techniques: • Using utensils and electrical equipment • Applying heat in different ways • Awareness of taste texture and smell • Adapting and using their own recipes	• Standard utensils and hand mixer • Stir fry, bake, roast, boil • Sensory vocabulary taught, fruit tasting • Adapting dishes for assessment 1 and adapting a scone recipe for assessment 2	• Standard utensils and hand mixers. Perishable foods introduced with red chopping boards and knives • Frying, baking, boiling, sauce making, • Sensory analysis of recipes as part of evaluation	• Standard utensils plus food processors, pasta makers and hand blenders. Knife skills and knife cuts taught, emphasis on finishing techniques – icing in cakes module • Fry, bake, boil, grill, sauce making,

		Assessment 1 adaption of pie of pasty recipe, Assessment 2 choose a recipe from around the world	- Star diagrams taught as a method of sensory analysis. Cheese and yoghurts tasted and evaluated - Opportunities for recipe adaption as part of assessment process. Range of ingredient choices given so students can customise recipes
Understand the source, seasonality, and characteristics of a broad range of ingredients	Unusual ingredients chosen for fruit tasting and stir fry eg dragon fruit, bok choy, mangetout, baby corn to broaden students' experiences, origins and seasonality discussed	Food around the world introduces ingredients that may be unfamiliar to students eg avocados, chilli, Thai curry paste, coconut milk,	- Production of milk, yoghurt and cheese on an industrial level investigated and different samples tasted - Cereals investigated and their origins, uses, climate for growth etc

The Year 7 narrative

Unit	Sequence (placement and reason)	Why? (overview of learning)	What? (overview of disciplinary skills and knowledge)	Links? (To prior and forward feed)	Potential cross-curriculum links
Fabulous Fruit and Vegetables	- Introduces non perishable foods - Introduces basic principles of hygiene and preparing to cook - Risk assessment and safety in a food room - Introduces 5 A Day which is a key element of government policy and a simple nutrition message - An introduction to sensory evaluation and the vocabulary needed to evaluate the products made	- To introduce simple skills such as chopping and handling of a knife - Students need to learn to work autonomously and to take responsibility for their own health and safety - To link non perishable foods with the fruit and vegetable 5 a day key government message - An introduction to a wider vocabulary in terms of descriptive words to analyse new fruits - This unit has simple practical skills which introduces the students to using the oven, hob and a range of simple hand equipment.	- Health and safety - Why it is important to eat 5 a day	5 a day links to the Eatwell Guide in yr 8 and to the healthy eating topics covered at GCSE - Basic food hygiene taught at primary school although some students do no food in the primary phase - Students will need to produce a sensory evaluation of their food products right up to KS4/5	- Links to healthy eating, the senses and hygiene in science - Links to evaluation in other subjects

Sensational Snacks	● Introduces students to Micronutrients; what they are and how they affect the body. ● Introduces basic understanding of nutrition messages ● Includes high level of multiple stage practicals with the use of electrical equipment ie Electric hand whisk ● To enable students to be able to produce clear evaluations with the use of a range of different sensory descriptions ● Starting elements of multicultural and diverse foods ● Rubbing in as a method of making scones and crumbles is introduced	● To enable students to gain knowledge and understanding of what nutrients are found in foods. ● Students should be able to further their initial understanding of what nutrients are found in food to what affects/ benefits they have on the body. ● Students are given increased level of method tasks within practicals to developing multitasking skills ● Students are gaining understanding of how to evaluate foods each student has created with referrals to sensory descriptions (Texture/ Taste...) ● To enable students to engage with diverse and multicultural dishes; which may not have been experienced before.	● Micronutrients ● The nutritional effects of different micronutrients on the health of the body	● Micronutrients are a key topic of GCSE food and are covered in grained details ● Nutritional effects on the health of the body link to diet and good health Yr 10 topic. ● In yr 8 the rubbing in method is used again to make pastry which	● Links to science and the development of a healthy body
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The Year 8 narrative

Delicious Dishes	• An introduction to perishable foods and the hygiene requirements to keep these foods safe • A development of multi stage recipes eg pasties which have pastry and a filling • An introduction to pastry and how it is made and handled • An introduction to food science in terms of gelatinisation and enzymic browning •	• An introduction to the Eatwell guide as the main government recommendation for healthy eating but this is more comprehensive and more difficult to understand than the 5 a day done in yr 7 • Recipes are more complicated than in yr 7 usually being a 2 stage process eg pasties (pastry and filling), macaroni cheese (pasta and sauce), meatballs (meatballs and sauce) •	• Eatwell guide • An introduction to perishable foods and the hygiene requirements in handling, preparing and storing these foods • • Students should be able to describe what is going on during cooking in scientific terms using the appropriate terminology eg gelatinisation of a sauce, enzymic browning of fruit, fermentation of yeast	• 5 a day (fruit and veg) is one of the 5 segments of the Eatwell guide • GCSE schemes of work require knowledge of the Eatwell guide as one of the main health education messages • GCSE Food has a food science section and this unit of work introduces the links between science and food • Pastry is taught in yr 8 as basic rubbing in is used for scones in yr 7 (Sensational snacks) and this is a development of this skill and is more complicated	• Links to science
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Food Around The World	• An introduction to Macronutrients (Protein/ Fats/ Carbohydrates) • Presenting new skills with working with Meat, poultry and spices • Key Health and safety rules with product that meets food safety to be consumed	• To enable students to gain access and understanding of the nutrients needed by the body in large amounts • To permit students to learn how to handle, store and cook safely different meats. • Students gain understanding of how different meats which are perishable need to be stored, handled and cooked to be safe to be consumed.	• Macronutrients • Meat, Poultry and Spices • Understanding of multicultural foods • Health and Safety Protocol/ Temperature control	• Multicultural food and religious requirements are taught at GCSE • Fair trade and other ethical issues are	
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The Year 9 narrative

Health and Safety in the kitchen	• This unit looks at food hygiene and food poisoning in greater detail than in yr 8 • There is an introduction to pathogenic bacteria • Their is a focus on more precise knife skills and vegetable cuts	• Hygiene and safety as it relates to working in a food business rather than just at home • The more precise knife cuts required at GCSE (and which will require introducing, teaching and practice if they are to be perfected by yr 11) • The introduction of food allergens as an aspect of food safety and the legal requirements to label allergens in food		• Students need a clear understanding of higher level food hygiene skills for GCSE and an awareness of the more advanced points of food handling eg times and temperatures etc • At GCSE students will need to name the main food poisoning bacteria and be aware of their conditions for growth	
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	Challenge tasks have been added to the recipes which can be completed in the lesson or at home to extend the learning of more able students	Sensory analysis is taught using one of the instruments (a radar chart) which is required at GCSE and used in industry.		- Students are required to know the main allergens at GCSE - Students will need to know the french knife cuts for GCSE	
Creative Cakes	- This unit looks at the 4 main methods of cake making - Finishing skills such as icing and presentation will be introduced	This unit is taught in the run up to Christmas as the final practicals are mini christmas cakes	- Technical and scientific terms to do with cake making such as aeration are introduced	- This unit continues from the cakes made in yr 7 and 8, which are simple one stage cakes - In yr 10 these 4 cake making processes will be revisited and the decorations will be more complex	
Perfect Pastry	- This unit follows on from the pastry work completed in yr 8. Students will be introduced to a wider range of more complex pastries such as rough puff, choux, flaky and suet pastry - The food science and	- To introduce more complex skills that will need practice to perfect for GCSE. - To ensure students understand the functions of the different ingredients in pastry - To introduce the students to how and why the more common faults occur in pastry and therefore how they can rectify or avoid these things happening.	- Understanding the role of science in food preparation - Preparing more complicated recipes which need more careful handling to get good results - An introduction to some of the more complicated vocabulary linked to pastry eg lamination, plasticity and fat to flour ratios	- This unit carries on from the shortcrust pastry taught in yr 8 and the use of ready made puff pastry - At GCSE students will be expected to successfully make a variety of pastry products and it is a skill that needs practice.	Some links with science in terms of the functions of ingredients

	functions of ingredients in pastry are explained in this unit • Faults in pastry and why they occur are covered • Multicultural aspects of pastry dishes are covered to widens students understanding of pastry dishes from around the world	• To broaden awareness that pastry in a variety of forms is used around the world to make a wide variety of hand held snacks which may have different names depending on where they are made but that share many similarities			
Meat and Fish	• This unit looks at the nutritional value of meat and fish • It also considers vegetarian options • A variety of methods of cooking meat and fish	•	• Nutritional properties are discussed • Techniques such as marinading to tenderise meat are taught • Meat alternatives such as quorn and soya are discussed • Ethical issues to do with vegetarianism are discussed	• This unit follows on from the meat preparation lessons in yr 8 and in the Health and Safety unit • Basic skills in meat and fish preparation are taught which will prepare students for more advanced techniques in yr 10	
Cereals	• This unit looks at a variety of different grains	• This unit is left to the end of the year because	• Different grains such as couscous and bulghar wheat are used	• This introduces students to some of the cereals in the	

	apart from wheat that are used in food preparation			commodities unit in yr 10	
Dairy Products - milk cheese, yoghurt and eggs				- This links to the commodities unit on the GCSE course - Manufacturing of cheese and yoghurt will be revisited at GCSE	

The Year 10 narrative

Unit	Sequence (placement and reason)	Why (overview of learning)	What (overview of knowledge & skills)	Links (forward and prior)	Potential cross curricular links
Principles of nutrition	Started first in yr 10 as knowledge from this unit is needed for all of the others	This unit looks at macro and micro nutrients, their functions, sources, DRV's, effects of malnutrition and complementation	Nutrition	Links back to Yr 8 Food around the world, (which looked at macronutrients and Yr 7 Sensational Snacks that looked at micronutrients)	Links to science and PE in terms of nutrition
Diet and good health	This leads on from the nutrition unit and looks at energy and diets for specific groups	- This unit looks at the calories needed by individuals to combat obesity - A range of food related diseases are discussed - A range of ethical and religious considerations are discussed	- Energy requirements of individuals at different life stages - Individual dietary needs due to deficiencies, intolerances, or lifestyle choices - Religious and ethical reasons for food choices	Links back to work on vegetarians done in the meat and poultry module in yr 9	Energy requirements BMI/PAL etc would link to PE Diseases eg coeliac may be covered in science RE may cover

			and avoidance		some of the religious aspects of food choice
The science of food	This follows on from nutrition as it covers the chemical properties of the nutrients rather than the biological ones covered in the previous unit	This unit looks at the scientific concepts involved when food is cooked and how food spoilage occurs	- Scientific reasons for cooking food and science behind food spoilage - This is relevant to any person handling food	- Links back to yr 8 Delicious dishes where bacteria and perishable foods are covered - Links forward to the food preparation coursework and how food should be stored	Links to bacteria in science
Where food comes from	- This unit looks more widely at ingredients and food products - To access this unit students need an understanding of a range of ingredients	- Food provenance considers the ethical and food security issues - British and international cuisines are discussed - Food manufacturing in terms of both primary and secondary processing are discussed	- Food origins, miles, sustainability, security and poverty - The impact of waste on the environment - An understanding of how food is manufactured on a large scale	Food provenance and international cuisine links back to yr 8 Food around the world	- Links to Geography in terms of carbon footprint etc - British and international cuisines may link to topics in RE - Food manufacturing links to science - The impact of waste links to Geography

Cooking and preparation	Factors affecting food choice needs to come later than the diet and health unit as some of the reasons for food choice relate to these factors	This unit is taught throughout the GCSE course as students gradually gain the skills to produce high quality dishes required by the GCSE specification	- Students learn fine motor skills - Students learn to follow a sequence of instructions and the technical language that might be used to describe practical techniques eg chiffonade - Students learn to dovetail and sequence components of recipes in a single session and from this to write a time plan	The practical elements link right back to yr 7 where knife skills etc were taught, through yrs 8 and 9 when a variety of more complex skills were used.	
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The year 11 narrative

Food Commodities	Elements of commodities were taught in yr 9 so students need to revisit this at a higher level in preparation for the exam	- Students need to know the major commodity groups eg cereal products, fats, sugars, dairy, fruit and veg etc - They need to understand the value in the diet, origins and working characteristics		Yr 9 contains elements of commodities so there has been a gap between this learning and revisiting the topic	Geography may have some elements of agriculture and origins of food products
NEA 1	Information about the specifics of this assessment are not released until Sept 1st each year so it cannot be done earlier	Students apply their knowledge from the food science unit to a practical piece of coursework	- Conducting a fair experiment, controlling variables, writing a hypothesis, predicting outcomes, observing and analysing data, drawing conclusions - Time management to complete all tasks on time	In the food science module students carried out these experiments in groups and had an introduction to what would be expected	Links with science and writing an experiment

NEA 2	• Information about this coursework is not released until November 1st each year so cannot be done earlier	• Students need to research, plan and make 3 dishes in 3 hours which respond to a brief	• Choosing suitable recipes that have high level skills	• Since yr 7 students have been choosing and adapting recipes according to a brief • In yr 10 they had a practical exam which followed the same format to prepare them for this task	
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KS4 Food Curriculum Map cover sheet

Subject: GCSE Food	Year Group Yr 10-11	Key Stage 4
Links to prior learning (Detail how the curriculum connects new content to students' previous knowledge and experiences, reinforcing continuity and progression in learning) Students deepen their understanding of Food science and nutrition, problem-solving, and evaluation of real-world themes and investigation. Year 10-11- Students Cover - Principles of Nutrition - Food Science - Diet & Health Links to Food Related Disease - Food Provenance	Retrieval Practice (Explain the techniques used to help students recall and apply previously learned material) Food Preparation and Nutrition books: GCSE Food Preparation & Nutrition Eduqas GCSE Food Preparation and Nutrition WJEC GCSE Food and Nutrition	Adaptive teaching strategies (Describe methods employed to support diverse learners, including those with (SEND) and high prior attainment, ensuring accessibility and success for all students) Visual aids and physical demonstrations support practical learners, a long side WAGOLL for each task required. A Food GCSE specific club is offered through the year to support both coursework and exam preparations. • Food Intervention Club • WAGOLL

Literacy (Explain how literacy skills, including reading and writing are developed within this subject) GCSE Food promotes technical vocabulary via the use of visual aids of printed key terms, as well as a support key terms bubble on each task teaching slide. Food Sensory Chart Literacy words and sentence starts.pdf	Oracy (Describe the strategies used to enhance students' spoken language skills, such as discussions, debates, and presentations) Spoken language is developed through planning assessment dishes, group tasks of dish ideas and planning. Peer feedback sessions, once assessment tasks have been completed as well as during NEA 1 & NEA 2 investigations. Students engage in each other's practical experiments dishes or trail dishes using blind taste tests. All outcomes using appropriate terminology. Sensory Testing Resources	Numeracy (Explain how numeracy skills are developed in this subject) Maths is used in GCSE Food through measuring Ingredients, scaling up recipes, cost calculations per portion, Students also analyse different amounts of an ingredient for example flour in creating Pasta and the effect of this on the overall product. Each experiment is tested and feedback, and applied to future improvements. NEA 2: Recipe Trials 24/25
Careers across the Curriculum (Detail how this subject integrates career education and links to careers pathways) A GCSE in Food Preparation & Nutrition can lead to a variety of careers within the food industry and related fields. You can explore roles in food production, food technology, catering, or even management. Some specific career paths include chef, food technologist, nutritionist, or even a career in food retail. https://futurechef.uk.net/	Wider Curriculum opportunities (List extracurricular and enrichment activities related to this subject) Junior chefs academy run by the University of West London https://www.uwl.ac.uk/study/hospitality-to-urism/junior-chefs-academy	Super Curriculum (Outline opportunities for students to extend their learning beyond the standard curriculum) - Help with cooking at home - Arrange a mini dinner party with friends/family
Assessment and feedback (Detail how often feedback is given, how it is given, when etc) Assessment includes NEA checkpoints, mock exams, practical assessments, and weekly guided revision tasks which have been highlighted as areas that need improvements. Feedback is delivered through verbal, and peer observations, students respond to feedback through green-pen.		

CURRICULUM MAP

Basic Skills Students begin by learning about Food Hygiene and the correct storage of ingredients. They learn about health & safety within a food preparation area, including the hazards of bacterial growth.



Year 7

Dishes Created

Term 1

- Fruit Salad
- Coleslaw
- Vegetable Stir Fry
- Tuna Pasta
- Roasted Vegetable
- Couscous
- Fork Biscuits



Dishes Created

Term 2

- Flapjacks
- Apple Crumble
- Scones
- Pizza Pinwheels
- Pineapple Upside Down cake

Dishes Created

Term 2

- Bolognese Sauce
- Thai Curry
- Spanish Chicken
- Pizza
- Fajitas
- Swiss Roll

Dishes Created

Term 1

- Pasties
- Mini Apple Pie (Shortcrust Pastry)
- Macaroni Cheese
- Meatballs & Tomato sauce
- Bread Rolls
- Gingerbread Cake



Year 8

Students begin by revisiting health & safety and food hygiene, moving onto how ingredients have functions within recipes, and what these functions may be. As well as using more perishable foods.



Year 9

In Year 9 the students are taught about the importance of nutrition; what they are and why the body needs them. They create a range of dishes, each focussing on the different nutrients (Protein/Fats/Carbohydrates)

Dishes Created

Term 1

- Ratatouille
- Chinese Fried Rice
- Calzone Pizza
- Fruit Cobbler
- Mini Quiches

Dishes Created

Term 2

- Sausage Rolls
- Mini Quiche
- Quorn Cottage Pie
- Mandarin Cheesecake
- Moussaka/Lasagne

NEA 1

This is a SCIENTIFIC based coursework. Where students need to explore scientifically the difference in an ingredients function in reaction to one selected product. For exam Bread Rolls.



NEA 2

A coursework based around a given THEME. Students research, prepare, cooking and present a three course meal for a single portion size. E.g Party in The Park



Year 11

In Year 11 students start TWO coursework based food projects. NEA 1 & NEA 2. This enables students to meet a criteria from the exam board set and create with experiments different designed dishes. And the final 1h 45 minutes Written Exam.

Dishes Created

Spring/Summer Term

- Gelatin Set
- Cheesecake
- Lamb Rogan Josh
- Prawn Cocktail
- Calzone Pizza
- Jamaican Patties
- Fish Pie
- Sweet & Sour Chicken

Dishes Created

Winter Term

- Quiche
- Chicken & Ham Pies
- Sausage Rolls
- Homemade Tagalittle
- Sponge Fruit Flan
- Profiteroles
- Chocolate Log

Dishes Created

Autumn Term

- Chicken Pie (Filo)
- Leek & Potato Soup
- Salmon Fishcakes
- Potatoes 3 Ways
- Scones & Jam
- Viennese Biscuits
- Deboning Chicken

They further develop their confidence & independence within the food preparation area by being able to select recipes of their own, and adapting them to increase nutritional value. Focus on Skill sets and Exam content.



Year 10



KS5 Food Curriculum Map cover sheet

Subject: Level 3 Food Science & Nutrition	Year Group Yr 12-13	Key Stage 5
Links to prior learning (Detail how the curriculum connects new content to students' previous knowledge and experiences, reinforcing continuity and progression in learning) The KS5 Level 3 food science and nutrition curriculum builds directly on the foundation of practical and theoretical knowledge taught at KS4. Students develop skills learned from GCSE such as deboning meat and a whole chicken with clear portioning. The effects of high fats and sugary diets are linked to lifelong illness and disease. They deepen their understanding of food science and nutritional content in foods, problem-solving, and evaluation of real-world products production problems. WJEC Level 3 Applied Diploma in FOOD SCIENCE AND NUTRITION	Retrieval Practice (Explain the techniques used to help students recall and apply previously learned material) Level 3- Food Science & Nutrition Books Certificate in Food Science & Nutrition WJEC Level 3 Certificate in Food Science and Nutrition – Student Book WJEC Level 3 Diploma in Food Science and Nutrition – Student Book FOOD SCIENCE AND NUTRITION SPECIFICATION	Adaptive teaching strategies (Describe methods employed to support diverse learners, including those with (SEND) and high prior attainment, ensuring accessibility and success for all students) Visual aids and physical demonstrations support practical learners, a long side WAGOLL for each task required. A Food Level 3 specific club is offered through the year to support both coursework and exam preparations. - Food Intervention Club/ WAGOLL (this is included in teaching slides) www.foodsafety.gov www.homefoodsafety.org/app www.bbc.co.uk/health/healthyliving www.culinaryarts.about.com/od/safetysanitation/a/bacteria.htm en.wikipedia.org/wiki/Food_preservation www.science.howstuffworks.com/innovation/edible-innovations/food-preservation.htm

Literacy (Explain how literacy skills, including reading and writing are developed within this subject) Level 3 Food promotes technical vocabulary via the use of visual aids of printed key terms, as well as a support key terms bubble on each task teaching slide. https://www.illuminatepublishing.com/wp-content/uploads/samples/WJEC_Level_3_Certificate_in_Food_Science_and_Nutrition/8/	Oracy (Describe the strategies used to enhance students' spoken language skills, such as discussions, debates, and presentations) Spoken language is developed through planning assessment dishes, group tasks of dish ideas and planning. Peer feedback sessions, once assessment tasks have been completed as well as during Unit 1 & Unit 3 investigations. Students engage in each other's practical experiments dishes or trail dishes using blind taste tests. All outcomes using appropriate terminology. Sensory Testing Resources	Numeracy (Explain how numeracy skills are developed in this subject) Maths is used in Level 3 Food through measuring Ingredients, scaling up recipes, cost calculations per portion, Students also analyse different amounts of an ingredient for example different ratio of fats in creating shortcrust pastry for quiche and the effect of this on the overall product. Each experiment is tested and feedback, and applied to future improvements. Range of Different Quiche Recipes
Careers across the Curriculum (Detail how this subject integrates career education and links to careers pathways) Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as: • BSc Food and Nutrition • BSc Human Nutrition BSc (Hons) • Public Health Nutrition BSc (Hons) • Food Science and Technology	Wider Curriculum opportunities (List extracurricular and enrichment activities related to this subject) A Level 3 Food Science and Nutrition qualification opens doors to a wide range of careers and further studies, especially in the food industry, healthcare, and sports. The knowledge gained can also be applied in areas like hospitality, food manufacturing, and government policy development. Career Opportunities: • Food Industry: Food production, quality control, research and development, product innovation.	Super Curriculum (Outline opportunities for students to extend their learning beyond the standard curriculum) Presentation Skills How to Plate Like a Chef Caramel Decorations • Food Intervention Club • Help with cooking at home • Arrange a mini dinner party with friends/ family • Plan a high end lunch/ tea gathering

	• Healthcare: Dietetics, nutrition counseling, public health, care settings like hospitals. • Sports and Fitness: Sports nutrition, fitness coaching, wellness programs. • Hospitality: Menu planning, food service, catering, restaurant management. • Government: Food policy development, public health campaigns, food safety regulations. • Further Education: University courses in nutrition, food technology, and related fields.	• Join a cake decorating class locally • Part Time Work in a Kitchen
Assessment and feedback (Detail how often feedback is given, how it is given, when etc) Assessment includes Unit 1 & 3 checkpoints, mock exams for unit 1 only, practical assessments, and weekly guided revision tasks which have been highlighted as areas that need improvements. Feedback is delivered through verbal, and peer observations, students respond to feedback through green-pen.		