

Year 7 – Food & Nutrition – Knowledge Map

Year 7 Knowledge Concepts:

Concept 1- Understanding and applying principles of nutrition and health.

Concept 2- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.

Concept 3- Become competent in a range of cooking techniques.

Concept 4 -Understand the source, seasonality & characteristic of a broad range of ingredients

Rotation (Yr7)	Topic: Let's Bake	Key Concepts Explored: Concept 1 -Eatwell guide, Nutrients, 5 a day portion size, Diet related to health, Consequences due to poor diet Concept 2 - Hygiene, Food safety and cooking to match the Eatwell guide Concept 3 – Techniques, Equipment and Heat application Concept 4 – Where Food comes from and Characteristics																		
	Explicit Knowledge (Working knowledge to be explicitly taught within the topic)		Remembered Knowledge (knowledge that must be retained and remembered over time)																	
	<p>Concept 1</p> <ul style="list-style-type: none"> That the Eatwell guide is the UK healthy eating model guide to allow for a health balanced lifestyle. That the names of the sections are different to the nutrients that they provide. The 8 Government tips what are they and why is it important to follow them. What is meant by 5 a day and how to identify a portion and that fresh, dried, frozen, tinned and juiced all count. Model this by using them in demonstrations. Know the main 5 nutrients Carbohydrates, Fats, vitamins, minerals and protein and link them to the Eatwell guide and understand what they do in our body. Know the impact of poor much sugar and fat in our diet related to conditions such as Diabetes type 2, tooth decay and CHD. Identify what foods should be eaten in moderation and the importance of a balanced diet. <p>Concept 2</p> <ul style="list-style-type: none"> What food hygiene, food safety and safety rules apply in the food room. How to weigh and measure accurately and use the ovens and other kitchen equipment such as knives, can opener, peeler and corer. How the dishes demonstrated match the Eatwell guide sections and nutrients. 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Understand that you should wash your hands before preparing and eating food.</td> <td style="text-align: center; padding: 5px;">P1</td> </tr> <tr> <td style="padding: 5px;">Understand that food has to be prepared safely to make sure it does not make anyone ill.</td> <td style="text-align: center; padding: 5px;">P2</td> </tr> <tr> <td style="padding: 5px;">Cook a range of dishes where the majority match the 'Eatwell Guide' including those which require the use of heat.</td> <td style="text-align: center; padding: 5px;">P3</td> </tr> <tr> <td style="padding: 5px;">Follow hygiene rules at all times during food preparation.</td> <td style="text-align: center; padding: 5px;">P4</td> </tr> <tr> <td style="padding: 5px;">Follow safety rules at all times when using equipment including electrical.</td> <td style="text-align: center; padding: 5px;">P5</td> </tr> <tr> <td style="padding: 5px;">State where different foods should be stored to keep them safe to eat.</td> <td style="text-align: center; padding: 5px;">P6</td> </tr> <tr> <td style="padding: 5px;">Cook a range of dishes where the majority match the 'Eatwell Guide', with only a little support.</td> <td style="text-align: center; padding: 5px;">P7</td> </tr> <tr> <td style="padding: 5px;">Sort foods into the five groups from The 'Eatwell guide</td> <td></td> </tr> </table>		Understand that you should wash your hands before preparing and eating food.	P1	Understand that food has to be prepared safely to make sure it does not make anyone ill.	P2	Cook a range of dishes where the majority match the 'Eatwell Guide' including those which require the use of heat.	P3	Follow hygiene rules at all times during food preparation.	P4	Follow safety rules at all times when using equipment including electrical.	P5	State where different foods should be stored to keep them safe to eat.	P6	Cook a range of dishes where the majority match the 'Eatwell Guide', with only a little support.	P7	Sort foods into the five groups from The 'Eatwell guide	
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Big Question. How do you combine ingredients safely and hygienically using baking techniques to produce dishes in line with the 'Eatwell guide'?		Ref.																		
Key Vocabulary (that must be explicitly taught to help students to understand) Reared, Carbohydrates, Calcium, Protein, Fibre, Nutrients, Caramelisation, Coagulation, Enzymic Browning, Gluten, Kneading, Yeast, Tepid ,Dextrinisation, Hypothesis ,Oxidisation, Hedonic, Aroma Coagulation, Conduction, Convection, Radiation.																				

Year 8 – [Food & Nutrition] – Knowledge Map

Year 8 Knowledge Concepts:

Concept 1- Understanding and applying principles of nutrition and health.

Concept 2- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.

Concept 3- Become competent in a range of cooking techniques.

Concept 4 -Understand the source, seasonality & characteristic of a broad range of ingredients

Rotation 1 (Yr8)	Topic(s): Cultural creation	Key Concepts Explored: Concept 1 -Eatwell guide, Nutrients, 5 a day portion size, Diet related to health, Consequences due to poor diet Concept 2 - Hygiene, Food safety and cooking to match the Eatwell guide Concept 3 – Techniques, Equipment and Heat application Concept 4 – Where Food comes from, Seasonal and Characteristics		
	Explicit Knowledge (Working knowledge to be explicitly taught within the topic)	Remembered Knowledge (knowledge that must be retained and remembered over time)		
	Concept 1		Understand that you should wash your hands before preparing and eating food.	P1
	<ul style="list-style-type: none"> That the Eatwell guide names of the sections are different to the nutrients that they provide. How to apply the 8 Government tips what are they and why is it important to follow them. Know the main 5 nutrients Carbohydrates, Fats, vitamins, minerals and protein and link them to the Eatwell guide and a recipe, know what they do in our body and which are micro and macro. 		Understand that food has to be prepared safely to make sure it does not make anyone ill.	P2
	Concept 2		Cook a range of dishes where the majority match the 'Eatwell Guide' including those which require the use of heat.	P3
	<ul style="list-style-type: none"> How do you prevent food poisoning and identifying the symptoms of food poisoning? What conditions are needed for pathogenic bacteria to multiply. What foods count as high and low risk. How to cook it and the reasoning for this. How the savoury dishes demonstrated match the Eatwell guide sections and nutrients. Look at sensory qualities of products produced in order to make improvements and evaluate how it matches the Eatwell guide and can be adapted to meet special dietary requirements. 		Follow hygiene rules at all times during food preparation.	P4
	Concept 3		Follow safety rules at all times when using equipment including electrical.	P5
	<ul style="list-style-type: none"> Understand what reduced sauce is and how does the process of gelatinisation happen with my roux and béchamel sauce. How do the dishes created relate to being cultural and their origins? Apply techniques such as the claw, bridge hold and other cooking methods 		State where different foods should be stored to keep them safe to eat.	P6
			Cook a range of dishes where the majority match the 'Eatwell Guide', with only a little support,	P7
			Show a variety of techniques, e.g. peeling, chopping, slicing, grating, mixing, spreading, kneading and baking with a recipe provided	P8
		Cook a range of dishes using different sources of heat.	P9	
Big Questions - How does food safety, culture, religion and diet impact of the food we eat?				
Key Vocabulary (that must be explicitly taught to help students to understand) Halal , Kosha, Originates , Bacteria, Poisoning, Reduced, Evaporated, Colander, Protein, Carbohydrate, Fibre, Diabetes ,Roux, Béchamel, Seasonal, Hypothesis, Caramelisation, Coagulation, Dextrinisation, gelatinisation				

Year 9 – [Food & Nutrition] – Knowledge Map

<p>Year 9 Knowledge Concepts:</p> <p>Concept 1- Understanding and applying principles of nutrition and health.</p> <p>Concept 2- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>Concept 3- Become competent in a range of cooking techniques.</p> <p>Concept 4 -Understand the source, seasonality & characteristic of a broad range of ingredients</p>

Rotation (Yr9)	<p>Topic(s): Health & Nutrition</p>	<p>Key Concepts Explored:</p> <p>Concept 1 -Eatwell guide, Nutrients, Diet related to health, Consequences due to poor diet, Medical and life stages</p> <p>Concept 2 - Hygiene, Food safety and cooking to match the Eatwell guide</p> <p>Concept 3 – Techniques, Equipment and Heat application</p> <p>Concept 4 – Where Food comes from and Characteristics</p>																
	<p>Explicit Knowledge (Working knowledge to be explicitly taught within the topic)</p> <p>Concept 1</p> <ul style="list-style-type: none"> • That the Eatwell guide names of the sections are different to the nutrients that they provide. • How to apply the 8 Government tips why are they important. • Know what micro and macro nutrients are and how they have multiple functions in the body. • The RDI for fat, sugar, salt, fibre and kcal conditions in may cause • How different special diet such as Coeliac, vegan, vegetarian, nut allergy and lactose intolerance have to adapt the food they eat and how it can impact on food choices. • What stages of life/ age do our dietary needs change and the cause of this. What nutrients and types of food they may require more or less of. <p>Concept 2</p> <ul style="list-style-type: none"> • How does bacteria grown and multiply though binary fusion? • What are high and low risk foods and the key temperatures related to cooking and storage of these. • How food poisoning can be caused through biological, chemical and physical contamination and ways to prevent this. • How the dishes demonstrated relate to the Eatwell guide sections and nutrients. • Look at sensory qualities of products produced in order to make improvements and evaluate how it matches the Eatwell guide. 	<p>Remembered Knowledge (knowledge that must be retained and remembered over time)</p> <table border="1"> <tr> <td>Understand that you should wash your hands before preparing and eating food.</td> <td>P1</td> </tr> <tr> <td>Understand that food has to be prepared safely to make sure it does not make anyone ill.</td> <td>P2</td> </tr> <tr> <td>Cook a range of dishes where the majority match the 'Eatwell Guide' including those which require the use of heat.</td> <td>P3</td> </tr> <tr> <td>Follow hygiene rules at all times during food preparation.</td> <td>P4</td> </tr> <tr> <td>Follow safety rules at all times when using equipment including electrical.</td> <td>P5</td> </tr> <tr> <td>State where different foods should be stored to keep them safe to eat.</td> <td>P6</td> </tr> <tr> <td>Cook a range of dishes where the majority match the 'Eatwell Guide', with only a little support,</td> <td>P7</td> </tr> </table>	Understand that you should wash your hands before preparing and eating food.	P1	Understand that food has to be prepared safely to make sure it does not make anyone ill.	P2	Cook a range of dishes where the majority match the 'Eatwell Guide' including those which require the use of heat.	P3	Follow hygiene rules at all times during food preparation.	P4	Follow safety rules at all times when using equipment including electrical.	P5	State where different foods should be stored to keep them safe to eat.	P6	Cook a range of dishes where the majority match the 'Eatwell Guide', with only a little support,	P7		
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<p>Big Questions - How can food safety, life stages and special diets impact on the foods we eat?</p>																		
<p>Key Vocabulary (that must be explicitly taught to help students to <i>understand</i>)</p> <p>Contamination, Ambient, Obesity, Diabetes, Roux, Béchamel, Gelatinisation, Suet, Maillard, Denature, Versatility, Macro nutrient, Micro nutrient, Intolerance ,Anaphylaxis, Coeliac, Deficiency</p>																		

Year 10 – [Food Preparation & Nutrition] – Knowledge Map

Year 10 Knowledge Concepts:

AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation

AO3 Plan, prepare, cook and present dishes, combining appropriate techniques

AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

		Topic(s): Fruit & Vegetables	Key Concepts Explored: 1. Food commodities 2. Principles of nutrition. 3. Diet & good health. 4. The science of food 5. Where food comes from. 6. Cooking and food preparation	
Autumn 1 (Yr10)	Explicit Knowledge (Working knowledge to be explicitly taught within the topic)		Remembered Knowledge (knowledge that must be retained and remembered over time)	
	<p>1. Food Commodity.</p> <p>⇒ Select one or two appropriate fruits/vegetables and discuss growing, harvesting, etc. Suggest link to your own area, e.g. Asparagus local</p> <p>⇒ West Country – South Africa peaches (lots of online videos to show growing, harvesting, storage and processing)</p> <p>⇒ Clarify the difference between primary and secondary processing.</p> <p>⇒ Include different methods of preservation (carry out a taste test on one fruit/vegetable by looking at fresh, frozen, canned, dried, jam, juiced, etc.) - link in with methods of sensory testing.</p> <p>⇒ Link in changes to texture, colour and flavour due to cooking</p> <p>Classification</p> <p>⇒ Difference between fruits and vegetables – leaves, stems, roots, tubers, bulbs, etc.</p> <p>2. Principles of Nutritional</p> <p>⇒ Cover dietary fibre – soluble and insoluble Water</p> <p>⇒ Recap on vitamins and minerals (cover A, B, C, D, calcium and iron), and include complementary actions of the nutrients vitamin C and iron/vitamin D and calcium</p> <p>⇒ Function of water in our body for survival.</p> <p>⇒ Fat and water soluble vitamins – effect of oxidation, heat on vitamin content of fruits and vegetables</p> <p>⇒ Nutrients they can lack in and where to find them in this commodity</p> <p>3. Diet & Good Health</p> <p>⇒ Recap on 5 a day – link to Eatwell plate</p> <p>⇒ Vegetarians (lacto/lacto-ovo/vegan)</p>		<p>Use a wider variety of heat sources. Including fry, dry and moist.</p> <p>Be able to use a range of decoration techniques to improve the presentation of your products.</p> <p>Understand that cross-contamination can result in food poisoning. Identify the colour coding used to prevent this.</p> <p>Identify which foods are high and low risk in terms of food poisoning and the implications of incorrect cooking and storage.</p> <p>Explain the difference between different date marking systems</p> <p>Independently be able to make a range of products (mainly savoury) using ingredients from the different food commodity groups: cereals, fruit, vegetables, meat, fish, eggs, fats/oils, milk/dairy food products.</p> <p>Products all demonstrate good presentation skills.</p> <p>Demonstrate some high level skills. e.g. choux and flaky pastry, meringue, egg custard, & de jointing chicken.</p> <p>To be able to produce well presented sweet and savoury products. Including finishing techniques such as shaping, glazing and garnishing.</p> <p>Be able to adapt recipes to suite a given situation.</p> <p>Independently create, plan and prepare to produce multiple well presented products from scratch within a given frame.</p>	
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			P19	
		P20		
		P21		
		P22		

Year 11 – [Food Preparation & Nutrition] – Knowledge Map

Year 11 Knowledge Concepts: AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation AO3 Plan, prepare, cook and present dishes, combining appropriate techniques AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others	
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Autumn 1 (Yr11)	Topic(s): None Examination Assessment 1 NEA 1 (15% GCSE) Topic comes from Exam board 1 st Sep		Key Concepts Explored: <ol style="list-style-type: none"> 1. The science of food 2. Where food comes from 3. Cooking and food preparation AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation 10% AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others 5%		
	Explicit Knowledge (Working knowledge to be explicitly taught within the topic) Experiment structure – Variables and controls to make the experiment fair and not void the results. How to measure outcomes using different method such as colour charts, viscosity charts. How to create graphs and charts on word or PowerPoint. Techniques on analysing data.		Remembered Knowledge (knowledge that must be retained and remembered over time) As above in yr 10		Ref.
	Big Questions – Coursework title Investigate the working characteristics, the functional properties and chemical properties of a range of Guidance You are NOT being assessed on your practical skills. You are required to demonstrate your understanding of <i>scientific</i> properties of ingredients through research, trailing and investigating. DO NOT over complicate your investigation by trying to produce a product that is complex.				

Autumn 2 (Yr11)	Topic(s): None Examination Assessment 2 NEA 2 (35% GCSE) Topic comes from Exam board 1 st Nov		Key Concepts Explored: <ol style="list-style-type: none"> 1. Food commodities 2. Principles of nutrition 3. Diet & good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation AO3 Plan, prepare, cook and present dishes, combining appropriate techniques 30% AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others 5%		
	(This section is merged with the 'Big Questions' section from the previous table)				

