

Food and Nutrition Curriculum Assessment map

	Intent		Implementation	Impact
KS3	Content to be achieved by the end of the term	Key skills demonstrated as a result of the content	Suggested activities to help achieve our intent (including extra-curricular opportunities)	Suggested evaluation and assessment methods (to include one formal summative assessment)
	<p><u>Intro to safety in the kitchen</u></p> <p>Identify, describe the hazards that can occur in a kitchen</p> <p>practice working safely and hygienically in the kitchen</p> <p>Be able to do</p> <p>washing up hygienically</p> <p>measure accurately</p> <p>use the hob safely</p> <p>Understand sensory analysis use a hand blender safely use a sharp knife, safely</p> <p>demonstrating either the claw or bridge technique</p>	<p>During their practical lessons they implement safety, hygiene, preparation and washing up correctly</p> <p>use a sharp knife, demonstrating knife skills and fruit and vegetable preparation skills</p> <p>Cutting carrots and cucumbers. (knife skills)</p> <p><u>Eatwell Guide</u></p> <p><i>Apple Crumble</i></p> <p>demonstrate their skills in preparing fresh fruit</p> <p>prepare a crumble topping using the rubbing-in method</p> <p>use the oven safely.</p> <p><i>Pizza Toast</i></p> <p>demonstrate their skills of chopping, grating and using the oven</p> <p>list reasons why buying local produce and reducing food miles is important.</p>	<p>Worksheets and demonstrations about safety, hazards and skills</p> <p>Teacher-led questioning and explanation of how students should prepare themselves and their work area</p> <p>Teacher to demonstrate safety, process, skills before each practical</p> <p><u>Practical</u></p> <p>Cutting carrots and cucumbers. (knife skills)</p> <p><u>Eatwell Guide</u></p> <p>Teacher/ PowerPoint-led questioning, explanations and discussion of: the information we can gain from the Eatwell Guide, the five nutrient groups and their functions the three reasons why we need to eat food</p> <p>Practical</p> <p><i>Apple Crumble</i></p> <p><i>Pizza toast</i></p>	<p>Sort exercise – placing the stages of washing up in the correct order.</p> <p><u>Quizzes and practices</u></p> <p>Washing up</p> <p>Kitchen equipment</p> <p>Tasting words</p> <p><u>Homework</u></p> <p>Create a poster about knife safety</p> <p>Using a hob worksheet</p> <p>Nutrient worksheet- Analysing students' diet worksheet</p> <p><u>Quizzes / Homework</u> Worksheet - Pizza toast (put ingredients into eatwell guide groups)</p> <p>Worksheet - Use the oven safely</p> <p>Quiz – Nutrients and diet</p>

<p><u>Eatwell Guide</u></p> <p>give a definition of diet</p> <p>identify the three reasons why we need food</p> <p>identify the names of the nutrients and the function of each nutrient</p> <p>Explore how the Eatwell Guide can help us analyse our daily diet</p> <p>list the characteristics we judge food on when we eat</p> <p><u>Food Provenance</u></p> <p>give a definition of food provenance</p> <p>identify foods that are grown in the UK</p> <p>explain what organic farming is</p> <p>investigate whether there is a difference between organic and non-organic food.</p> <p>List reasons why buying local produce and reducing food miles is important.</p> <p>Use the oven safely</p> <p>Using a colander</p> <p><u>Food Commodities</u></p> <p>give a definition of the term protein alternative</p> <p>list examples of soya, tofu, beans, pulses, nuts and seeds</p>	<p>Practical- Falafel</p> <p>Working as a team</p> <p>Using protein alternatives</p>	<p><u>Food Provenance</u></p> <p>Theory lesson</p> <p>Teacher-led questioning, explanations and discussion of:</p> <ul style="list-style-type: none"> • the animals reared in the UK • the different methods of food production. 'Where does food come from and how is it produced <p>Practical- Falafel</p>	<p>Worksheet – Where does our food come from</p> <p>Create a logo that could be used to encourage people to shop locally</p> <p>Quiz – How is food transported</p> <p>Homework</p> <p>Write a short newspaper article on what local produce is available in your area and why it is a good idea to buy local produce.</p> <p>Write a short newspaper article on why it's a good idea to buy food that has the Red Tractor logo on it.</p>
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	<p>and cooking</p> <ul style="list-style-type: none"> • <u>Methods of heat transfer and sauce making</u> • State the reasons why food is cooked • Identify the three different ways in which heat is transferred • Explain how heat is transferred • Understand the term gelatinisation • Cook pasta to the correct consistency <p><u>Food Waste and food labelling</u></p> <ul style="list-style-type: none"> • Analyse the foods most wasted in class. 	<p>Understanding of the: different reasons why food is cooked. The term gelatinisation How heat is transferred What happens when making a starch-based saucepasta sauce Demonstrate understanding of gelatinisation by making a smooth cheese sauce Identification Explaining Description Pasta and fresh pasta</p> <p>Write a time plan Plan, prepare, cook and serve a dish that demonstrates a range of practical skills. Work independently and safely</p> <p>Practical Mac and cheese Fresh Pasta Basic tomato sauce</p> <p><u>Food Waste and food labelling</u> Analysis, Comparison, Description Examine facts Practical</p>	<p>Methods of heat transfer sheet</p> <p>Practical Mac and cheese Fresh Pasta Basic tomato sauce</p> <p><u>Food Waste and food labelling</u></p> <ul style="list-style-type: none"> • Ingredients, recipe and method for samosas 	<p>Comparisons- fresh pasta v packet pasta Cheese sauce v tomato sauce</p> <p><u>Food Waste and food labelling</u> Assess the consistency of the finished Samosas</p>
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	<p>Compare their data with the foods most wasted in the UK</p> <ul style="list-style-type: none"> Describe how to avoid food waste Examine the information required on a food label Analyse how that information could help reduce food waste <p>Traffic light labelling</p> <ul style="list-style-type: none"> Examine a traffic light label and analyse how the information helps the consumer make an informed choice List potential allergens in food Examine a food label to identify the potential allergens Use an electric whisk safely to the correct consistency Analyse the traffic light label for a dish and explain how to make a healthier version <p><u>Chemical raising agents</u> Investigate and draw conclusions about how chemical raising agents work</p>	<p>Samosas/ spring rolls</p> <ul style="list-style-type: none"> Demonstrate how to handle filo pastry Make a consistent batch of samosas Practise using the oven <p>Traffic light labelling</p> <p>Examining Analysis</p> <p><u>Chemical raising agents</u></p> <p>Investigating Analysis Evaluating Practical - Ginger biscuits Making a dough to the correct consistency –</p>	<p>Practical Samosas Spring rolls</p> <p>Traffic light labelling</p> <p>Traffic light labels – what are they and what are healthy products</p> <p>Teacher-led questioning, explanations and discussion of:</p> <ul style="list-style-type: none"> traffic light labelling allergens. <p>Create an imaginary tweet on how labels are crucial in making the right food choices.</p> <p><u>Chemical raising agents</u></p> <p>Teacher-led questioning, explanation of how chemical raising agents work, and naming the two chemical raising agents – bicarbonate of soda and baking powder. Students then can complete an experiment to show how chemical raising agents work</p>	<p>Find a label from a ready meal and stick it in the centre of a piece of paper. Draw arrows to identify each piece of information needed by law.</p> <p>Traffic light labelling Assess Homework Find an up-to-date article in the news about food allergies Print out the article and highlight the main points, then write your opinion on the article</p> <p><u>Chemical raising agents</u> Assess Homework Find a range of recipes that use self-raising flour, baking powder and bicarbonate of soda Quiz - raising agents, chemical</p>
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	<p>Nutritional needs of different groups of people</p> <ul style="list-style-type: none"> Name the different target groups Have an understanding of how nutritional needs vary with age and health conditions State at least one nutritional need of each target group Match specific nutrients to foods <p>Fermentation and caramelisation</p> <p>state the ingredients needed in basic bread dough</p> <p>recall the conditions needed for yeast to ferment</p> <p>make and shape an advanced bread dough</p> <p>understand the process of caramelisation</p> <p>Using a temperature probe and Microwave</p> <p>food choices</p> <ul style="list-style-type: none"> Identify different factors that influence food choice Explain why you choose the food you eat 	<p>Pasta dishes for target groups</p> <p>Understanding of nutritional needs of different target groups</p> <p>Pasta/ fresh pasta sauces Hob Simmering Boiling Reducing Texture changes</p> <p>Chelsea buns</p> <p>make and shape an advanced bread dough</p> <p>understand the process of caramelisation</p> <p>Practical - Sausage rolls</p> <p>-Using a temperature probe.</p> <p>-Cooking meat to a safe temperature</p> <p>-Understanding cooking temperature</p>	<p>Identify the different target groups. Do students know people in each target group?</p> <p>Which pasta dish for a target group, nutritional value?</p> <p>Mac and cheese</p> <p>Pasta and tomato sauce</p> <p>Practical - Chelsea buns</p> <p>Quiz – biological raising agents</p> <p>discussion – caramelisation and biological raising agents</p> <ul style="list-style-type: none"> Teacher-led questioning, explanations and discussion of factors that influence food choice. What influences my choices worksheet What new trends influence our 	<p>Homework -Meals for children when eating out – do an internet search to find out more about kids' menus, and if they follow the Eatwell Guide. Do any of them offer unlimited fizzy drinks? Do you think unlimited fizzy drinks are a good idea?</p> <p>Evaluation of fermentation and caramelisation. Be able to discuss, present or report on the processes.</p> <p>Quiz- food choices</p>
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