Curriculum Map Subject: FOOD Year Group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	This year students continue on their journey of theory completing the last topics to ensure everything has been covered for the Yr 11 written exam. We work through cereals and grains which incorporates products to cook using cereals ad grains. • Cereals and grains, • Primary processing They must include technical terms and key words in the back of their workbooks to ensure food vocabulary is being used which in turn carries forward to Yr 11. Links to: Eatwell Guide Carbohydrates Practical: incorporates products that relate to the theory. Students begin to stretch their skill set to develop independence and higher level skills used in the exam. National Curriculum links: • Knife skills • Prepare fruits and vegetables • Prepare combine and shape • Select and adjust a cooking process • Weigh and measure • Preparation of ingredients and equipment	Cereals continued. Links to: Eatwell Guide Protein Practical: Practical: incorporates products that relate to the theory. Students make pastry products and products that require a range of skills and a range of cooking methods in order to further develop independent skill levels. Simple presentation is developing where students are required to take photographs of their products to evaluate. National Curriculum links: • Knife skills • Prepare fruits and vegetables • Prepare combine and shape • Select and adjust a cooking process • Weigh and measure • Preparation of ingredients and equipment • Use of equipment • Water based methods using the hob • Dry heat and fat based methods using the oven • Tenderise and	Students learn about eggs and the difference between battery and free-range eggs. Students are amazed to learn that battery hens can get depressed and that rescued battery hens have to wear knitted jumpers to accommodate their lack of feathers. They are even more stunned when I tell them that these are acceptable answers to an exam question on the advantages and disadvantages of chicken farming. His term looks like a lot of theory but the topics all sit well together. • Eggs • Meat • Meat welfare • Fish • Red Tractor • Marine Stewardship Council • Fair Trade • Organic food and farming • Food Miles, sustainability • Cooking methods Links to: Eatwell Guide Practical: Practical: incorporates products that relate to the theory. Students are cooking more	Students embark on the final topics, by this time in the course the students are powering through the work and are ready for the NEA 2 mock coursework. • Milk and preservation • Cheeses: method of production • Organic food and farming • Food Miles, sustainability Practical: Practical: incorporates products that relate to the theory. Students are now learning about presentation and portion size, practical lessons are based around cooing products that develop these skills. National Curriculum links: • Knife skills • Prepare fruits and vegetables • Prepare combine and shape • Select and adjust a cooking process • Weigh and measure • Preparation of ingredients and equipment • Use of equipment • Use of equipment	Students embark on the mock NEA2. They use their notes and Knowledge Organisers to write about: • Fruit and Vegetables extended writing and The Eatwell Guide They now have to link their learning to Yr 11 and everything they have learnt. This also acts as a recall exercise and interleaving exercise. Of-course this has taken place throughout the GCSE in Yrs 9 and 10 but it now culminates in a very real sense into coursework. This is the perfect way to create revision for students without them thinking about it and it also prepares students for their Yr 11 NEA 2. They must include technical terms and key words in their research which also enables them to build on their food vocabulary which carries forward to Yr 11, they achieve this by ensuring all work produced in the project will be annotated and evaluated and also by using their technical terms glossary at the back of their workbooks. Students also have to undertake: • Recipe planning and dovetailing	Mock NEA 2: This continues and is complete before the end of term. Students then undertake revision exercises to prepare for the Yr 11 exam. Practical: incorporates products that relate to the NEA 2 topic used by Yr 11. Practical: Practical: incorporates products that relate to the Mock NEA2. Students are beginning to work totally independently. They experiment with skill levels and with recipes to determine the difficulty of products they are able to make. Students also work to time to ensure they are able to make 3 products plus accompaniments within the 3 hour time limit in the Yr 11 exam. Students are experimenting with presentation skills and developing ideas through the use of pinterest and clips shown to them, they are encouraged to be brave and stretch boundaries to develop capability. Most students surprise themselves on what they can achieve. National Curriculum links: • Knife skills
	 Use of equipment Water based methods using the hob Dry heat and fat based methods using the hob 	 Tenderise and marinate Test for readiness Judge and manipulate sensory properties 	Students are cooking more complex products and they are now cooking accompaniments to support the main product of the dish eg: a main with sides as well. Presentation is still beong explored and developed.	 Using the oven Test for readiness Judge and manipulate sensory properties 		

	 Using the oven Set a mixture - removal of heat (gelation) Set a mixture - heating (coagulation) Use of raising agents Make a dough Shaping and finishing a dough Test for readiness Judge and manipulate sensory properties 		National Curriculum links: National Curriculum links: Prepare fruits and vegetables Prepare combine and shape Select and adjust a cooking process Weigh and measure Preparation of ingredients and equipment Use of equipment Make sauces Water based methods using the hob Dry heat and fat based methods using the hob Test for readiness Judge and manipulate sensory properties		Practical: incorporates products that relate to the NEA 2 topic. At this stage. Students are developing their own styles of cooking and presentation. National Curriculum links:	 Weigh and measure Preparation of ingredients and equipment Use of equipment Using the oven Test for readiness Judge and manipulate sensory properties
Skills- What will be developed?	Students work through the course with interleaving and recall playing a part in every lesson. Students go back and fill in their "Now test yourself" sheets to see what they can remember from the previous year. Independent cooking is encouraged but students are still following a demonstration and being given an ingredients list to follow. National Curriculum Links: Nutrition Major commodity groups and reflect the recommended guidelines for a healthy diet. Food groups include:	Students are building on their learning, recall and interleaving skills. Cooking skills are becoming harder and products are more challenging to enable students to build skills for the NEA 2 exam in 12 months time. • Revision for Final exam • Making a series of products using eggs, meat, fish to understand the different functions • Cross Contamination Practical Skills: Cutting Mixing Temperature control	This term sees students being given a product t make but they are handed the recipe to work from. Demonstrations aren't given so that students now have to work independently and problem solve. This course of discovery also allows the teacher to see the exact level of ability in each individual student and so advice and guidance can be given to improve their ability levels. All students are still given advice, guidance and assistance but a much more independent approach is offered as students are encouraged to find the answer through questioning.	Students complete a mock NEA 2. By doing this they are being given the skills they will need to research and write coursework and to complete investigations working to a specific topic. Skills in practical are developed to incorporate presentation and how to make a product suitable for the exam in order to maximise marks. Students are taught to deconstruct their products to create interesting and exciting presentation. Product evaluation in intensified with students having to evaluate every product in	The mock NEA 2 continues with students working on all elements both practical and theory. • Mock NEA 1: practice for Yr 11 coursework • Mock: NEA 2 practice for Yr 11 coursework. • Extended Writing • Analysis • Evaluation • Revision for Final exam Practical Skills: Cutting Mixing Temperature control Cross contamination	We finalise the NEA 2 and begin to revise for the theory exam using techniques for memory for learning. In practical lessons students revisit products to make again that they feel they are able to make improvements to and evaluate to a higher standard. • Mock: NEA 2 practice for Yr 11 coursework. • Extended Writing • Analysis • Evaluation • Revision for Final exam

Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored? SEND- how will support be seen? Seating plans? Simplified questions?	• bread, cereals, flour, oats, rice, potatoes, pasta • fruit and vegetables (fresh, frozen, dried, canned and juiced) Cereals Staple Foods Questions in this topic are specific and tailored to the subject matter. Cornell method: To create revision cards Seating Plans Questions tailored to suit ability	Cross contamination Independent learning National Curriculum links: • milk, cheese and yoghurt 5 • meat, fish, eggs, soya, tofu, beans, nuts, seeds • butter, oil, margarine, sugar and syrup Meat Fish Organic Farming Animal Welfare Questions in this topic are specific and tailored to the subject matter. Cornell method: To create revision cards Seating Plans Questions tailored to suit ability	Milk Cheese Organic Farming Food Miles Questions in this topic are specific and tailored to the subject matter. Cornell method: To create revision cards Seating Plans Questions tailored to suit ability	detail to a Yr 11 NEA 2 standard. Fruit and vegetables Food Safety Questions in this topic are specific and tailored to the subject matter. Cornell method: To create revision cards Seating Plans Questions tailored to suit ability	Students are now required to put their knowledge into practice. Questioning will draw out students' knowledge. Students will work independently Cornell method: To create revision cards Seating Plans Questions tailored to suit ability	Students are now required to put their knowledge into practice. Questioning will draw out students' knowledge. Students will work independently Cornell method: To create revision cards Seating Plans Questions tailored to suit ability
	revision cards Seating Plans Questions tailored to suit	subject matter. Cornell method: To create revision cards Seating Plans Questions tailored to suit	subject matter. Cornell method: To create revision cards Seating Plans Questions tailored to suit	revision cards Seating Plans Questions tailored to suit	independently Cornell method: To create revision cards Seating Plans Questions tailored to suit	independently Cornell method: To create revision cards Seating Plans Questions tailored to suit
	Independent learning: Creating products	Independent learning: Creating products	Independent learning: Creating products	Independent learning: Creating products	Independent learning: Creating products	Independent learning: Creating products

Literacy- reading, extended accurate	Technical terms	Technical terms	Technical terms	Technical terms	Technical terms	Technical terms
writing and oracy opportunities	Key Words	Key Words	Key Words	Key Words	Key Words	Key Words
	Reading text	Reading text	Reading text	Reading text	Reading text	Reading text
	Writing and finding the	Writing and finding the	Writing and finding the	Writing and finding the	Writing and finding the	Writing and finding the
	answers to question for the	answers to question for the	answers to question for the	answers to question for the	answers to question for the	answers to question for the
	work sheet.	work sheet.	work sheet.	work sheet.	work sheet.	work sheet.
	Evaluating products	Evaluating products	Evaluating products	Evaluating products	Evaluating products	Evaluating products
Numeracy/computing skills	Weighing	Weighing	Weighing	Weighing	Weighing	Weighing
	Measuring	Measuring	Measuring	Measuring	Measuring	Measuring
	Temperature control	Temperature control	Temperature control	Temperature control	Temperature control	Temperature control
	Ratio	Ratio	Ratio	Ratio	Ratio	Ratio
	Access Satchel	Access Satchel	Access Satchel	Access Satchel	Access Satchel	Access Satchel
					Typing coursework	Typing coursework
					Research of topic	Research of topic
Character development	All practical lessons relate	All practical lessons relate	All practical lessons relate	All practical lessons relate	All practical lessons relate	All practical lessons relate
	directly to the theory and are	directly to the theory and				
	related to career	are related to career	are related to career	are related to career	are related to career	are related to career
	opportunities eg:	opportunities eg:	opportunities eg:	opportunities eg:	opportunities eg:	opportunities eg:
	Cake business	Cake business	Cake business	Cake business	Cake business	Cake business
	Food technician	Food technician	Food technician	Food technician	Food technician	Food technician
	Industry	Industry	Industry	Industry	Industry	Industry
	Café Ownership	Café Ownership	Café Ownership	Café Ownership	Café Ownership	Café Ownership

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Equality /Diversity opportunities	SLANT: Students follow Base	SLANT: Students follow Base	SLANT: Students follow Base	SLANT: Students follow Base	SLANT: Students follow Base	SLANT: Students follow Base
	6 and SLANT.	6 and SLANT.	6 and SLANT.	6 and SLANT.	6 and SLANT.	6 and SLANT.
	Chelsea Buns: To ease	Christmas traditions:	Meat dishes:	Fish stack:	Mock NEA 2:	Mock NEA 2:
	students back into cooking	Mince Pies:	Students make dishes that	Meat dishes:	Students complete a mock	Students complete a mock
	after the break.	Students make a range of	link to eggs, meat and fish.	Students link animal welfare	NEA 2 project using all of the	NEA 2 project using all of the
	Quiche: Students learn about	traditional Christmas foods.		with learning about	information they have	information they have
	the history of quiche and	Christmas traditions are	Learning styles incorporate:	sustainable farming and	gained in Yr 9 and 10.	gained in Yr 9 and 10.
	then make it.	discussed.	Visual, Kinaesthetic, Audio,	fishing.	Students choose dishes that	Students choose dishes that
	Pasties: Students learn about		Read/Write		suit the theme: Café culture	suit the theme: Café culture
	the history of [pasties in the	Learning styles incorporate:	Learning/ Learning	Learning styles incorporate:	incorporating seasonal fruit	incorporating seasonal fruit
	tin mines.	Visual, Kinaesthetic, Audio,	environment accessible to	Visual, Kinaesthetic, Audio,	and vegetables.	and vegetables.
	Chelsea buns, Pasties and	Read/Write	all students.	Read/Write	Students choose 1 chef they	Students choose 1 chef they
	Quiche link to cereals and	Learning/ Learning		Learning/ Learning	are interested in and write a	are interested in and write a
	grains.	environment accessible to all	Students work as teams	environment accessible to	synopsis of their career.	synopsis of their career.
	Farming wheat in different	students.	during practical lessons to	all students.		-
	countries is discussed with		wash up, dry up and clean		Learning styles incorporate:	
	Australia being a topic of	Students work as teams	work areas.	Students work as teams	Visual, Kinaesthetic, Audio,	Learning styles incorporate:
	interest where we talk about	during practical lessons to		during practical lessons to	Read/Write	Visual, Kinaesthetic, Audio,
	the size of wheat farms and	wash up, dry up and clean	Global majority and minority	wash up, dry up and clean	Learning/ Learning	Read/Write
	the acreage involved.	work areas.	is supported in terms of	work areas.	environment accessible to all	Learning/ Learning
			curriculum and students		students.	environment accessible to all
	Learning styles incorporate:	Global majority and minority	who choose to cook	Global majority and minority		students.
	Visual, Kinaesthetic, Audio,	is supported in terms of	products that support this. It	is supported in terms of	Students work as teams	
	Read/Write	curriculum and students	is also supported within the	curriculum and students	during practical lessons to	Students work as teams
	Learning/ Learning	who choose to cook	textbook. Support is	who choose to cook	wash up, dry up and clean	during practical lessons to
	environment accessible to all	products that support this. It	provided to all students and	products that support this. It	work areas.	wash up, dry up and clean
	students.	is also supported within the	all students have equal	is also supported within the		work areas.
		textbook. Support is	access to enable	textbook. Support is	Global majority and minority	
	Students work as teams	provided to all students and	participation and	provided to all students and	is supported in terms of	Global majority and minority
	during practical lessons to	all students have equal	opportunities. (Students	all students have equal	curriculum and students	is supported in terms of
	wash up, dry up and clean	access to enable	who forget ingredients or	access to enable	who choose to cook	curriculum and students
	work areas.	participation and	who cannot afford	participation and	products that support this. It	who choose to cook
		opportunities. (Students	ingredients are given them	opportunities. (Students	is also supported within the	products that support this. It
	Global majority and minority	who forget ingredients or	in order for them to	who forget ingredients or	textbook. Support is	is also supported within the
	is supported in terms of	who cannot afford	participate fully in practical	who cannot afford	provided to all students and	textbook. Support is
	curriculum and students who	ingredients are given them	lessons)	ingredients are given them	all students have equal	provided to all students and
	choose to cook products that	in order for them to	The department actively	in order for them to	access to enable	all students have equal
	support this. It is also	participate fully in practical	encourages the team to	participate fully in practical	participation and	access to enable
	supported within the	lessons)	avoid using stereo types	lessons)	opportunities. (Students	participation and
	textbook. Support is	The department actively	within the classroom in	The department actively	who forget ingredients or	opportunities. (Students
	provided to all students and	encourages the team to	resources and examples.	encourages the team to	who cannot afford	who forget ingredients or
	all students have equal access to enable	avoid using stereo types		avoid using stereo types	ingredients are given them	who cannot afford
		within the classroom in		within the classroom in	in order for them to	ingredients are given them
	participation and	resources and examples.		resources and examples.	participate fully in practical	in order for them to
	opportunities. (Students who				lessons)	participate fully in practical
	forget ingredients or who				The department actively	lessons)
	cannot afford ingredients are				encourages the team to	The department actively
	given them in order for them to participate fully in				avoid using stereo types within the classroom in	encourages the team to
	1 1				1	avoid using stereo types
	practical lessons)				resources and examples.	

	The department actively	T	1	1	1	within the classroom in
						resources and examples.
	encourages the team to					resources and examples.
	avoid using stereo types					
	within the classroom in					
	resources and examples.					
Homework/Independent learning	Revision for tests	Revision for tests	Revision for tests	Revision for tests	Extended Writing	Extended Writing
	Quizzes	Quizzes	Quizzes	Quizzes	Ingredients	Ingredients
	Ingredients	Ingredients	Ingredients	Ingredients		
CIAG coverage/links	Food technician	Food technician	Food technician	Food technician	Food technician	Food technician
	Food Teacher	Food Teacher	Food Teacher	Food Teacher	Food Teacher	Food Teacher
	Café owner	Café owner	Café owner	Café owner	Café owner	Café owner
		l n	Restaurant chef	Restaurant chef	Restaurant chef	Restaurant chef
	Restaurant chef	Restaurant chef				1
	Restaurant chef Café Chef	Café Chef	Café Chef	Café Chef	Café Chef	Café Chef
		1				1

F	Farmer	Farmer	Farmer	Farmer	Farmer	Farmer
Δ	Agricultural environmentalist	Agricultural	Agricultural	Agricultural	Agricultural	Agricultural
C	Organic farmer	environmentalist	environmentalist	environmentalist	environmentalist	environmentalist
C	Organic baker	Organic farmer				
В	Baker	Organic baker	Organic baker	Organic baker	Organic baker	Organic baker
		Baker	Baker	Baker	Baker	Baker