

## Food Tech Curriculum Map 2024-2025

### YEAR 7

- Theory: Health and Safety, Healthy eating, portion sizes and water theory.
- How to make Fruit Salad and Understanding different Fruit Types.
- Theory: Identifying fruits, Oxidisation, enzymes and mould growth. Practical: Preparation of Fruit salad.
- Vegetable Groups and where they are found.
- Disassembly: Shop bought vegetable stir fry.
- Identifying Vegetables: Cutting skills.
- Heat transference. Theory: Why Food is cooked and different cooking methods.
- Practical: Vegetable Stir Fry. (Use alternatives veg if required.)
- Sensory analysis and modifications.
- Short Bread Biscuits

- Theory: Gelatinisation: Demo of Sweet and Sour Chicken / Vegetable.
- Practical of Sweet and sour chicken.
- Comparative Analysis of tomato sauce.
- Practical Spaghetti Bolognese. Student Practical
- Spaghetti Bolognese & evaluation, Reduction of a sauce, Rolling boil
- Theory: Weighing & Measuring.
- Nutrition & Dietary goals.

#### **Healthy sweet snack**

- Product Analysis'
- Shaping, Students learn how to, Decorate by dip coating, frosting etc., Flapjack.
- Practical: Teacher demo: Carrot Cake Muffins.
- Practical: Group work of Carrot Cake Muffins. (Diabetic.) Christmas flapjacks.
- Scones Demonstration
- Watch the demonstration of making scones, Batch production, Identify the functions of ingredients in Scones.
- Student practical of function of Scones.

#### **Seasonal Cup Cake/Biscuit Decorating**

- Designing Decoration
- Halloween Biscuits
- Christmas Theme
- Easter Theme
- Summer Theme

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### YEAR 8 Bread Project 4 x Groups on a Creative Studies Carousel

#### **Introduction:**

Re Cap

Health & Safety in the food room regarding Covid.

#### **Cross Contamination:**

Understanding cross contamination in the food room and how it leads to bacteria growth.

*Student Activity*

Observe Cross contamination Video.

Fill in Worksheets.

#### **Student Practical**

Health & safety of the hob work sheet.

- Conduction
- Convection
- Radiation

#### **Pair Work**

Students work in pairs to produce Pancakes strawberries & Raspberries

#### **Presentation**

Finishing's to be decorated with icing powder and strawberries/raspberries.

#### **Plan for Making Naan bread**

#### **Student Activity**

Students watch a video on the function of yeast in Bread.

**Q&A:** What is the function of Yeast in Bread?

#### **Student Activity:**

Re-Cap: What goes into a plan sheet.

Students use templates provided to plan for making naan Bread

#### **Comparative Analysis of Bread Types.**

#### **Bread Theory: Denaturing**

- Students conduct a cheese on toast experiment to explore the process of denaturing.
- Students come up with a hypothesis for the experiment.
- Conduct the experiment.
- Evaluate the outcome.

#### **Photographic Evidence.**

#### **Practical Mini Cheese & onion Twists**

- Batch production
- Shaping
- Glazing
- Cutting

#### **Student Practical:**

#### **Cheese stuffed Garlic dough balls.**

- Shaping
- Glazing
- Modifying

Students draw upon their previous practical skills of bread making.

Evaluation of outcome.

#### **Photographic Evidence.**

#### **Breads from around the world**

- Students identify different breads from around the world.
- Differentiate between sweet and savoury breads.
- What ingredients make bread sweet?

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### Student Activity

Students conduct a comparative analysis on different bread types.

Recording data

- Sourcing information.
- Communication Skills
- Group Work

### **Teacher Demo:**

Basic Bread Rolls

- Fermentation process
- Kneading
- Shaping
- Batch Production

### **Naan Bread Practical**

Influence of Asia.

Teacher Demo of Naan Bread

Student Practical.

- Shaping
- Glazing
- Seasoning

Pumpkin Bread Practical Halloween Special

Look at Carbohydrates.

Demo and student practical of making Pumpkin Bread

(Photographic evidence.

### **Teacher Demo:**

- Brioche Bread.

### **Student Practical:**

#### **Brioche bread**

- Students will work in groups of 3 or pairs

### **List of Bread Practicals:**

- Cinnamon Pretzels
- Jamaican Coco Bread
- Naan Bread
- Chelsea Buns
- Cheese twists

### **Photographic Evidence.**

### **Halloween Special: Competition**

Christmas themed cake decoration. (they have experience this in the Summer Term)

### **Photographic Evidence**

### **Christmas Special: Competition**

Christmas themed cake decoration.

### **Photographic Evidence**

### **Valentine biscuits special:**

Batch production for Greggs, Reproducing: Shortcrust pastry, Jammy Heart Biscuits. Biscuit decorating with a Valentine theme.

### **Easter Special: Competition**

Easter Themed cake decoration.

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Photographic Evidence

Easter Themed cake decoration.

Photographic Evidence

Summer Themed cake decoration.

Photographic Evidence

## Food Tech Curriculum Map 2024-2025

| YEAR 9 | Autumn 1 & 2<br>Teenage Diets   | Spring 1 & 2<br>Vegetarian Diets  | Summer: 1 & 2<br>Cultural Influences  |
|--------|---|---|---|
|        | <p><b><u>Introduction:</u></b></p> <p>Recap<br/>Health &amp; safety in the food room regarding Covid.</p> <ul style="list-style-type: none"> <li>• Project content and what we will cover.</li> <li>• Organisation</li> <li>• Theory</li> <li>• Skills</li> <li>• S1-12</li> </ul> <p>Student Activity<br/>Food Fact of life: Dietary requirements through life stages. (Worksheets are theory evidence)</p> <p>Student Activity.</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Fact files on different proteins.</li> <li>• Image</li> <li>• Calorie content.</li> </ul> <ul style="list-style-type: none"> <li>• Dietary requirements through the life stages.</li> </ul> <ul style="list-style-type: none"> <li>• Introduction to the Eat well Plate.<br/>Task to design a well-balanced meal.<br/>Teacher-student demonstration</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Teenage dietary requirements.</u></b></li> </ul> | <p><b><u>Apple Tarts.</u></b></p> <ul style="list-style-type: none"> <li>• Teacher demo.<br/>Blind baking</li> <li>• Plan for making incorporate skill numbers.</li> </ul> <ul style="list-style-type: none"> <li>• Pastry making</li> <li>• Batch production</li> <li>• Slicing techniques</li> <li>• Glazing</li> </ul> <p><b><u>Pastry types Theory</u></b><br/><b><u>Students research 3 different pastry types. and the process for making one.</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Practical Mini Quiches. (Vegetarian)</u></b><br/>Use of tartlet tins</li> </ul> <p><b><u>Understanding the Vegetarian Diet (Dietary Requirements.)</u></b></p> <p><b><u>Theory</u></b></p> <ul style="list-style-type: none"> <li>• What can effect dietary requirements?</li> <li>• Religion, medical factors etc.</li> <li>• Options: with a focus on Vegetarians.</li> </ul> | <p>Students can choose their own Culture of interest to:<br/>Research: Information on the chosen culture, Existing products etc.<br/>Plan: Plan using a GCSE planning Template.<br/>Prepare: Prepare and present their dishes</p> <p><b>Dish Ideas but students have freedom of choice.</b></p> <ul style="list-style-type: none"> <li>• British Cuisine: Pie and mash with mushy peas</li> <li>• Italian Dish: Bruschetta / pesto sauce.</li> <li>• Chinese Dish: Chicken Balls with Sweet N Sour sauce. Noodles.</li> <li>• Russian Dish: Beef stroganoff/Blinis</li> <li>• Caribbean Dish: Jerk Chicken with Rice &amp; Peas</li> <li>• Moroccan Dish: Chicken Tagine</li> </ul> |

## Food Tech Curriculum Map 2024-2025

The eat well plate and dietary requirements for teenagers, Demo Chili Con carne with rice or pasta. and student practical of making chilli con carne, Student Practical, Creating a tomato based sauce.

### **Student Activity:**

*Observation Teacher Demo*

How to prepare chicken Caesar Salad

Knife skills

Seasoning

Meat Handling

Sauce making

(Students identify skills used)

### **Chicken Caesar Salad Practical**

### **Group work**

Re-cap Health & safety.

Chicken Caesar Salad & Student Practical.

Prepare

Present

Evaluation

(Photographic evidence.)

### **Continuation of Teenage dietary**

requirements for 1 year 9 group.

### **Dairy Farming Theory & Demonstration.**

- Meat types,

- Protein options for vegetarians.

### **Bean Burger demonstration.**

#### **Theory**

Use of beans and pulses as a substitute for meat. \*(Protein.

Binding

Shaping.

**(Can use skills from Aut term 1 to make bread rolls.)**

### **Student practical of Bean burgers. (Bread Buns optional.)**

- Group work practical.
- Evaluation

### **Fresh Pasta Making.**

- Identifying Pasta shapes
- Identifying the process of producing pasta.
- What do you use to add colour to pasta?
- Demo fresh pasta making and shaping options. **(Ravioli.)**

**Produce a vegetarian option filling for Ravioli.**

### **Student Practical of Ravioli.**

#### **Prepare and present**

Use of skills from Aut 1 of producing a Tomato based sauce.

### **Food Tech Enterprise Project**

#### **Bake Sale /Tuck Shop Proceeds for Charity**

- Research/ Collect Recipes
- Plan for Baking
- Advertising and Promotion
- Preparation
- Ordering of tuck shop supplies.
- Baking

Each student has a role to play within the enterprise.

## Food Tech Curriculum Map 2024-2025

- Meat Alternatives
- Dairy Farming & impact on the environment.

### **Teacher Demo Enchiladas.**

Plan for making Enchiladas.

### **Student Practical: Fish Goujons & Potato Wedges.**

Groups of 4 students prepare fish/Chicken/Quorn Goujons.

#### **Roles**

- Cut and prepare fish.
- Coat and Enrobe fish
- Deep Fat Fry Fish bites
  
- Peel potatoes
- Cut Potatoes
- Season Potatoes

### **Demo Apple Tray bake**

#### **Carbohydrates**

What they are and the impact on the body.

#### **Planning**

Modify recipe for dietary requirement.  
(Diabetic, low in sugar.)

(Photographic evidence.)

### **Macaroni Cheese: Pescatarian:**

#### **Theory:**

- Why be a Pescatarian?
- What are the benefits?
- Gelatinisation Process (starch granules.)
- Fish as a protein.

### **Macaroni Cheese Demonstration**

- Roux Sauce/White Sauce
- All- one –method
- Use of fish as a protein or another option if student prefer
- 

#### **Student practical:**

Macaroni cheese/fish

#### **Evaluation**

How can the nutritional content be improved?

## Food Tech Curriculum Map 2024-2025

### Student Practical Apple Tray Bake

#### Student Activity.

- Dairy Farming Worksheet.
- Meat sorting activity

Planning for Making

- **British Farming**  
Seasonal Produce: Potatoes etc.  
**British Local Farming:** Meat processing secondary and Primary.

- **Demo Shepherd's Pie**  
Student practical Shepherd's Pie

- **Sausage Rolls**  
Batch production, Seasoned pork meat. Readymade pastry. Glazing

- Mass production/Batch production.  
Turkey farming etc.



## Food Tech Curriculum Map 2024-2025

| Year 10<br>GCSE Food & Preparation & Nutrition  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---|--|--|---|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Healthy Eating</li> <li>• Practical Skills</li> <li>• Proteins</li> <li>• Practice NEA 2 Coursework content.</li> <li>• Planning</li> <li>• Practical Skills</li> </ul> | <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Fats</li> <li>• Practical Skills</li> </ul>  | <ul style="list-style-type: none"> <li>• Fats</li> <li>• Vitamins / Minerals</li> <li>• Minerals &amp; Practical Skills</li> <li>• Gelatinisation</li> </ul>  | <ul style="list-style-type: none"> <li>• Dietary requirements</li> <li>• Heat Transference</li> <li>• NEA 1 Investigation</li> <li>• Science behind sauces</li> <li>• Practical: Kebab/ Vegetables &amp; Sauce</li> <li>• Gluten / Bread Practical</li> </ul> | <ul style="list-style-type: none"> <li>• Food Science / Fats ,oils, Oxidisation &amp; enzymes</li> <li>• Food Science / Practical Lemon meringues etc</li> <li>• Micro-Organisms</li> </ul>   | <ul style="list-style-type: none"> <li>• Food Choice</li> <li>• Food Choice</li> <li>• Review week / NEA 1 Practice Investigation</li> </ul> |
| <p>Practice GCSE NEA 2 Coursework</p> <p>Healthy eating looking at: portion size, balanced diet, planning for a teenager and justifying choices. Understanding the eatwell guide.</p> <p>HBV LBV proteins theory and plan for making, cooking proteins,</p> | <p>Carbohydrates and it's function on the body.</p> <p>Dietary Fibre, types of dietary fibres, modify an existing recipe to reduce the amount of free sugar in the recipe</p>                                    | <p>How to fillet a fish/ Fish Pie.</p> <p>#Micronutrients - Fat Soluble Vitamins: Vitamins A, D, E &amp; K. Water soluble vitamins: B &amp; C vitamins B1, B2, B3, B9, B12 and C.</p> <p>Minerals calcium, iron, salt and fluoride. The functions of each mineral in the body. To prepare, cook and serve soup, salad or starter that is rich in</p> | <p>Relationship between diet, nutrition and health, major diet related diseases.</p> <p>Negotiate which student is going to make which course and dish from their chosen menu. Prepare and cook.</p> <p>Reasons why foods are cooked?: Heat Transference and methods of prepring vegetables. (Demo)</p> | <p>Scientific properties underlying the use of Fats and oils: Shortening, Aeration, Plasticity, Emulsification. Fruit and vegetables: Oxydisation and enzymes.</p> <p>"The scientific principles underlying the use of raising agents : Chemical,</p>         | <p>Prepare, cook and serve a traditional British soup which uses locally/organic sourced vegetables .</p> <p>Food choices: Season: the environmental impact of some of our food choices.</p> <p>Factors that influence what we eat today including: PAL, dietary, medical, lifestyle etc</p> <p>Prepare, cook and serve a traditionally</p> |  |

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|  | <p>Fats in the diet, saturated fats:<br/>Quiche flan demo/Mediterranean flan</p> <p>Introduction to the course and outline of the course.<br/>Outline of the specification at a glance. Identifying skills.</p> |  | <p>specified Vitamin and suitable for preparing cooking and serving in 1 hour.</p> <p>To identify the main ingredients in a fish pie,</p> <p>To plan, prepare and cook a fish pie and be resourceful, use of left overs to produce a stock.</p> <p>Know how to de bone a chicken</p> | <p>Develop sensory analysis techniques when investigating, Develop analysis and evaluation skills when working to investigate the best cooking time methods for vegetables.</p> <p>Presentation of investigation.<br/>Sauces: Coagulation, etc</p> <p>To prepare, cook and present kebabs with a range of vegetable and carbohydrate accompaniments that demonstrate 2 cooking methods.<br/>Functional and chemical properties of foods: Protein denaturation, foam formation, coagulation,</p> <p>Gluten formation: Scientific principles underlying the role of protein and the formation of gluten.</p> | <p>Mechanical, Steam, Biological<br/>"</p> <p>Prepare, cook and present a dessert adding air to a mixture. Lemon Meringue, Sausage roll, choux pastry etc</p> <p>Micro-organisms: Food spoilage, enzymes, bacteria.</p> <p>Food poisoning: Cause &amp; prevention, Temperature control.</p> <p>The use of micro-organisms in the production of: 1. Cheddar cheese 2. Bread 3. Yoghurt.</p> | <p>British main meal. Celebrates the best of British cuisine.</p> <p>NEA P: Research into the cuisine of another country, origins of ingredients, distinctive features, religious beliefs.<br/>NEA P: Present research findings.<br/>Primary and Secondary<br/>NEA P: Present research findings.<br/>Primary and Secondary</p> |
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## Food Tech Curriculum Map 2024-2025

- Prepare, cook and serve a healthy savoury product suitable for a teenager.
- Sensory testing and evaluating
- Practical/Sensory testing and evaluating
- Reading: Protein
- Assessment Criteria for practical work / skills checklists.
- Practice test on protein
- Sensory testing and evaluation
- Assessment Criteria for practical work / skills checklists.
- Practice questions on carbohydrates.
- Demo: lightly spiced carrot cakes or savoury muffins.
- Assessment Criteria for practical work / skills checklists.
- Demo of Quiche Flan
- Assessment Criteria for practical work / skills checklists.
- Write a hypothesis or prediction about what type of fat is best for short crust pastry?
- Evaluating findings/ plan for making quiche or flan.
- Assessment Criteria for practical work / skills checklists.

## Food Tech Curriculum Map 2024-2025

|   |  | Autumn 1       | Autumn 2   | Aut 2 & Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|---|--|----------------|--|--|---|---|--|
|   |  | <b>YEAR 11</b> | <ul style="list-style-type: none"> <li>• Introduction to Yr 11 course content</li> <li>• NEA 1 Investigation research plan</li> <li>• NEA 1 Investigation research</li> <li>• NEA 1 Investigation / Theory</li> <li>• NEA 1 Investigation/Theory</li> <li>• NEA 1 Investigation</li> </ul> | <ul style="list-style-type: none"> <li>• NEA 1 Investigation Practical</li> <li>• NEA 1 Investigation Practical &amp; Theory</li> <li>• NEA 1 Investigation Practical &amp; Theory</li> <li>• Theory/Revision</li> <li>• Theory/Revision</li> <li>• Theory/Revision</li> <li>• Theory/Revision</li> <li>• Review week</li> </ul> | <ul style="list-style-type: none"> <li>• NEA 2 Food Preparation research</li> <li>• NEA 2 Food Preparation research</li> <li>• NEA 2 Food Preparation Research &amp; Planning</li> <li>• NEA 2 Food Preparation Planning</li> <li>• NEA 2 Food Preparation Practical</li> <li>• NEA 2 Food Preparation Practical</li> </ul> | <ul style="list-style-type: none"> <li>• NEA 2 Final Dishes</li> <li>• Plan</li> <li>• Prepare</li> <li>• Present</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Theory</li> <li>• Final Evaluations</li> <li>• Costings</li> <li>• Testing</li> <li>• Feedback</li> <li>• Nutritional Analysis</li> </ul> |
| Requirements of the Year 11 course: food investigation task, food preparation task, final exam. | Theory Audit<br>Practical investigations into the working characteristics, functional and chemical properties of ingredients |                | Theory Revision<br>Develop research skills to gather sources of information.   | Dish 2 or 3: Make a suitable dish showcasing technical skill, creativity and   | Audit of theory<br><br>Bank Holiday Monday 6th  | Theory / Revision: functional and chemical properties of food   |  |

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|--|---|--|---|---|---|--|
|  | <p>Understand the requirements of the food investigation task including: Content</p> <p>Analysis of the context for the investigation.<br/>Plan Research for investigation</p> <p>Research skills to gather and use primary sources of onformation.<br/>Develop research skills to gather secondary sources of information.</p> <p>Develop analysis and evaluation skills and explain how findings will influence practical investigations.<br/>How to write a hypothesis or prediction based upon research findings.</p> <p>Write a hypothesis or prediction based upon research findings.<br/>Plan relevant and appropriate practical investigations referring to research findings and hypothesis.</p> <p>Plan relevant and appropriate practical investigations</p> | <p>as identified in research findings.</p> <p>How the written exam is organised and how to prepare for the written exam.<br/>Practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings.</p> <p>Food nutrition and health, nutritional needs and health<br/>Practical investigations into the working characteristics, functional and chemical properties of ingredients as identified in research findings.</p> <p>Diet, nutrition and health, cooking of food and heat transfer<br/>Environmental impact and sustainability of food, factors affecting food choice.</p> | <p>Develop research skills to gather sources of information.<br/>Select a range of three or four suitable dishes to trial further.</p> <p>Select a range of three or four suitable dishes to trial further.<br/>Plan relevant and appropriate practical activities.</p> <p>Plan relevant and appropriate practical activities.<br/>Justify choices and explain suitability, creativity and technical skill / Recipes</p> <p>Dish 1: Make a suitable dish showcasing technical skill, creativity and practice making skills.</p> | <p>practice making skills.<br/>Evaluations:<br/>Present work in a concise and effectively communicated portfolio of work.</p> <p>Dish 3 or 4: Make a suitable dish showcasing technical skill, creativity and practice making skills.<br/>Evaluations:<br/>Present work in a concise and effectively communicated portfolio of work.</p> <p>Hub Day Monday 11th: If there is a lesson then<br/>Theory<br/>Dish 4: Make a suitable dish showcasing technical skill, creativity and practice making skills.</p> | <p>Theory / Revision: food nutrition and health</p> <p>Theory / Revision: nutritional needs and health<br/>Theory / Revision: diet, nutrition and health</p> <p>Theory / Revision: cooking of food and heat transfer<br/>Testing: Practice papers, review</p> | <p>Theory / Revision: principles of food safety</p> <p>Theory / Revision: factors affecting food choice<br/>Theory / Revision: british and international cuisine</p> <p>Theory / Revision: environmental impact and sustainability of food<br/>Theory / Revision: food nutrition and health</p> <p>Hub Day Monday 24th: If there is a lesson "Re-cap." on previous lesson.<br/>Testing: Practice papers, review</p> <p>Theory / Revision: nutritional needs and health<br/>Theory / Revision: diet, nutrition and health</p> |
|--|---|--|---|---|---|--|

## Food Tech Curriculum Map 2024-2025

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|--|--|---|---|--|--|
|  | <p>referring to research findings and hypothesis.<br/>Whole class presentations of investigation plans</p> | <p>Hub Day Monday 26th: If there is a lesson :<br/>Practice Test/Revision<br/>Practice mock paper (teacher Marked.)</p> <p>Training Day Friday 7th if there is a lesson:<br/>Practice Test / Revision<br/>Testing: Practice papers</p> <p>Testing: Practice papers<br/>Testing: Practice papers</p> <p>Review<br/>Introduction and outline of the food preparation task</p> | <p>How do we display data in Yr 11?<br/>Evaluations</p> <p>Dish 1 or 2: Make a suitable dish showcasing technical skill, creativity and practice making skills.</p> <p>Evaluations: Present work in a concise and effectively communicated portfolio of work.</p> | <p>Evaluations: and determine the final menu dishes: Justify and evidence your choices.<br/>Select suitable final dishes to make for the three-hour making session.</p> <p>Assessment: Prepare, cook and serve three final dishes.<br/>Revision/Theory</p> <p>Testing: Practice papers<br/>Testing: Practice papers</p> <p>Review<br/>Evaluations: Present work in a concise and effectively communicated portfolio of work.</p> | <p>Theory / Revision: cooking of food and heat transfer<br/>Testing: Practice papers, review</p> <p>Testing: Practice papers, review</p> |
|--|--|---|---|--|--|