Key Stage 3 Curriculum

Food Studies

In Year 7 Students will study:

THE WINSFORD ACADEMY

Term 1	Term 2	Term 3
Baseline test **Practical`s include:** **Coleslaw** **Flapjacks** **Rubbed in cookies** This first terms study revisits the fundamental elements of food studies that are touched upon at KS2 and refined and built upon throughout KS3. We Identify current level of prior knowledge from Key stage 2 and provide differentiated tasks to support knowledge gaps in food studies, and especially in hygiene, safety and the Eatwell guide. In this first half term we introduce basic food preparation and cooking techniques, including weighing and measuring, use of the bridge and claw and use of the oven and hob. The second half term is embedding the Eatwell guide, we are applying this knowledge to the different products that we will be making. We are going to be increasing the students independence with weighing and measuring a range of liquid/solid ingredients. We are also going to be focussing on the health and safety that surround the different cooking	**Progress test** **Practical's include:** **Breakfast muffins** **Vegetable soup** **Risotto** This second term, we are introducing the students to seasonality so that they have an understanding of what foods are in season in the UK, and they are also developing an understanding of how eating seasonal foods impacts the environment and the consumers. We are building on food preparation skills this term making more complex dishes and giving students the opportunity to embed the food preparation and cooking skills they acquired last term. We will be continuing to study the Eatwell guide. In addition to this we will be learning the different methods of weighing and measuring ingredients. We are also continuing looking at cooking methods this term.	**Summative Test** **Practical's include:** **Ratatouille** **Lemon drizzle cake** This final term we are introducing the students to food miles, sustainability and the environment. We are learning about how our food choices impact on the world around. Students will be looking at where their food comes from, and how transporting foods from different countries has an impact on the environment. We are also looking at how sustainable a number of different farming methods are and how these impact the students food choices and the environment. Farm to fork is also introduced this term, so that the students have a good understanding of food provenance. We will also be continuing to look at the Eatwell guide and how we can follow the current government guidelines for healthy eating.

methods that we are using. We will be building on the cooking skills of the previous half term. Students are being encouraged to work more independently this half term.		

<table>
<tr><td>Homework</td><td colspan="2">Knowledge retention quizzes
Health, safety and hygiene worksheet
Food diary – relating to the messages of the Eatwell guide
Food labelling – where do the foods in your cupboards come from?
Eatwell guide questions
Research in to sustainable fishing
A variety of revision tasks
Evaluations of practical tasks</td></tr>
<tr><td>Wider Curriculum Offer</td><td colspan="2">Cultural Capital
Environmental issues relating to cooking methods being used and the provenance of where our food comes from. Seasonality and how eating in season is better for the environment. Farm to fork.
Cross Curricular links:
Science
Mathematic
Geography
PE

Careers links
• Chef (different varieties of chef)
• Farmer
• Nutritionist

SMSC and British Values
• Healthy eating guidelines, leading a healthy lifestyle</td></tr>
<tr><td>Assessment</td><td>1.Baseline testing
Areas of testing:
Knowledge
• The Eatwell guide
• Food hygiene
• Enzymic browning of fruit
Skill
• Use of the bridge and claw when preparing vegetables
• Accurate weighing and measuring
• Safe use of the hob and oven
2. Health and Safety
Areas of testing:
Knowledge
• Retention of information relating to health and safety and the Eatwell guide
• Cross contamination
Skill</td><td>Creation of a plethora of dishes that fit in with the Eatwell guide. Practical assessment will be of breakfast muffins
3. End of year assessment
Knowledge
• Students are assessed on their knowledge retention for all topics covered this year, including health and safety, Eatwell guide, functions of nutrients in our bodies, food provenance
Skill
• Application of appropriate food preparation techniques
• Selection of appropriate ingredients
• To critique, evaluate and test dishes appropriately
• Use of hand equipment according to risk management
• Being able to manage time effectively

PRACTICAL DISHES ARE ASSESSED THROUGHOUT AND VERBAL FEEDBACK GIVEN</td></tr>
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	• To select and apply appropriate techniques when preparing and cooking food	

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In Year 8 Students will study:

Term 1	Term 2	Term 3
Progress test **Practical list:** **Focaccia bread** **Stuffed peppers** **Vegetable lasagne** **Christmas pizza** Year 8 brings together the work done in year 7 with the Eatwell guide being central to this understanding. Pupils will continue to develop their food preparation skills in a safe environment, with increasing complexity of skills and teamwork. We will be looking into the mediterranean diet this year as this is considered to be one of the healthiest diets in the world. We will be looking at the health benefits of following the Mediterranean diet, and we will also be learning about some diet related illnesses.	**Progress test** **Practical list:** **Pasta tasting** **Carbonara** **Macaroni Cheese** **Torrijas (chocolate fried bread)** During this term, we are continuing to study the Mediterranean diet, but with a focus on pasta. We are going to do an investigation in to some shop bought pasta products and we will investigate if the shape and size of the pasta are important for the food that they are being eaten with. We are also looking at the scientific principles of food this term, mainly gelatinisation, the use of yeast, dextrinization and the viscosity of sauces and how to alter it.	**Summative Test** **Practical list:** **Ravioli** **Popolettes (potato cakes)** **Sausage plait** Still following with our theme of the Mediterranean diet, we will be applying this to picnic items (with this being the summer term). We will be revisiting healthy eating and the Eatwell guide and will apply this to our practical work. We will be working with pasta, bread and potatoes but will mainly be focusing on the presentation and finishing techniques used to shape our products this term. We will also be revisiting shallow frying.

	We will be introducing shallow frying this term as a cooking method.	

Homework	Knowledge retention quizzes Personalised homework's to address misconceptions after testing Health and safety Research into the Mediterranean diet Research into pasta A variety of revision tasks Evaluations of practical tasks	
Wider Curriculum Offer	**Cultural Capital** Links to Geography and understanding different foods available from different regions of the Mediterranean. Looking at diet related illness and understanding how to be healthy. **Careers** • Pastry Chef • Food designers/artists/photographers • Bakers **SMSC and British Values** • Designing for diversity and dietary needs/choices.	
Assessment	**1. Health and Safety recap and introduction to the Mediterranean diet** Areas of testing: *Knowledge* • Retention of information relating to risk management • What countries make up the Mediterranean and what the staple foods are • What are the main diet related illnesses and what can we do to avoid these • Scientific principles of yeast and dextrinization *Skill* • To identify risk effectively • To select and apply appropriate control measures according to risk • To use a range of different cooking methods and preparation skills to produce a number of different Mediterranean dishes ***2.* History and function of pasta (Mediterranean diet)** Areas of testing: *Knowledge* • Where does pasta originate from • Nutritional value of pasta • How the shape and size of the pasta is important for the recipe it is used in	**3. Picnics/Designing products based on a specific design brief** Areas of testing: ***Knowledge*** • To understand how picnics can be healthy • *To understand what different fishing techniques can be used to improve the appearance of an item* • *To understand that there are vegetable alternatives to meat* • *To understand how to meet the needs of a customer and design to a brief* ***Skill*** • Selection of appropriate ingredients • Safe use of a frying pan • To critique and evaluate products appropriately • Being able to manage time effectively • To work independently and problem solve • To identify quality finishes when producing a food product PRACTICAL DISHES ARE ASSESSED THROUGHOUT AND VERBAL FEEDBACK GIVEN

	• Scientific principals of food, such as gelatinisation, altering viscosity of a sauce *Skill* • Introduction to shallow frying and the safety/risks involved • Using sensory analysis to investigate a range of pasta products • Being able to alter the viscosity of a sauce	

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In Year 9 Students will study:

Term 1	Term 2	Term 3
Progress test **Practical list:** **Spanish tortilla** **Vegetable stir fry** **Italian meatballs** **German gingerbread** This unit of work builds upon knowledge and skills from year 8. It brings together work done in year 7 and 8 and provides a sound foundation for pupils to be able to apply knowledge throughout year 9. This term we are introducing the students to multicultural foods. We will be relating everything we make to the Eatwell guide and the nutrients that are required for good health.	**Progress test** **Practical list:** **Mexican quesadilla** **Samosas** **Dutch apple cake** This second term we are focusing on the dietary needs of different groups and how we can prepare dishes to meet for their needs. We are going to be looking at the legal requirements for food packaging and labelling and how this helps the consumers to make informed choices about what they eat. We are revisiting shallow frying this term, and will also be looking at how we can contain	**Summative Test** **Practical list:** **Greek moussaka** **Texas Fajitas** **Fairtrade biscuits** This last term we are focusing on food ethics, including looking at different farming methods, and how this impacts on animal welfare and our nutritional intake. We will also be looking at fair trade farming and the impact this has on the farmers involved, and again how it impacts the consumers. We will be working with high risk food (chicken) and will be looking at the implications of cross contamination and food poisoning.

Health and safety will be revisited throughout the year. We are building on the food preparation and cooking skills that have been taught in year 7 and 8. There will be a focus on perfecting skills this year, in particular with vegetable cuts as this is in preparation for KS4 study. We will look at the different nutrients that are contained in each dish that we make and will develop an understanding of the functions of each of the nutrients in our bodies. This term we will be looking at the benefits of cooking using a wok, and how this is a healthy cooking method used to reduce the fat in our diet.	food to turn them in to hand held snacks. We are also going to be looking at the creaming method of cake making to make out Dutch apple cakes. Once again looking at the decoration of food to give it an appealing finish.	We will be learning how to make a marinade to flavour our foods and how the longer the marinade is left the stronger the flavour will be. We will be looking at creating a layered dish and will look at the cost implications of using a variety of different ingredients. We will be rounding up all of the information we have learnt in KS3 and will address any gaps in knowledge in order to prepare our pupils for moving in to KS4 Hospitality and Catering.

<table>
<tr><td>Homework</td><td colspan="2">Knowledge retention quizzes
Personalised homework's to address misconceptions after testing
Health and safety
Creating a multicultural menu for a target group to meet their dietary needs
Research in to fair trade/food ethics
A variety of revision tasks
Evaluations of practical tasks</td></tr>
<tr><td>Wider Curriculum Offer</td><td colspan="2">Cultural Capital
Sustainability and ethical farming
Fairtrade farming

Careers links
Farmer
Environmental health officer (EHO)
SMSC and British Values
Ethical farming
Animal welfare
Cross curricular links
Mathematics
Geography</td></tr>
<tr><td>Assessment</td><td>Areas of testing:
1. Introduction to multicultural food and nutrition
Areas of testing:
Knowledge
To know how to use a wok safely
To know that using a wok is a healthy cooking method
To know how the ingredients in a range of dishes meet our nutritional needs
To know how to avoid cross contamination when working with meat
Skill
Use of the grill
Correct chopping skills to prepare vegetables using a range of recognised cuts such as Juliene and dicing
Safe and accurate use of a wok
Making a batch of accurate and identical products
2. Dietary needs of target groups/legal requirements of food packaging
Knowledge</td><td>3. Food ethics and fairtrade farming
Areas of testing:
Knowledge
To know that there are different types of farming that impact on animal welfare and nutritional value of food
To know how the fairtrade movement impacts its farmers and the consumers
To know about food hygiene and how to avoid cross contamination
To know about various types of food poisoning caused by chicken and other high-risk foods
To have a sound knowledge and understanding of all topics that have been covered during KS3
Skill
To be able to accurately cut vegetables to produce a layered dish
To be able to make a marinade
To be able to safely prepare and cook raw chicken
To be able to accurately wrap a fajita
To be able to accurately weigh and measure ingredients
To be able to produce a batch of identical biscuits</td></tr>
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	• To know that the different groups of people have different dietary needs • To know how to adapt food products to meet the dietary needs of groups • To know what the legal requirements are for food packaging and labelling in the UK • To know that there are different ways to create a hand held snack *Skills* • To be able to use a tortilla to make a hand held snack • To be able to fold pastry and make a filling • To be able to use the creaming method of cake making • To be able to present dishes to a high standard using a range of finishing techniques	PRACTICAL DISHES ARE ASSESSED THROUGHOUT AND VERBAL FEEDBACK GIVEN