



**OCL Food & Nutrition Curriculum: Long Term Curriculum Map**

|                            |                                  | <b>Designing, Making, Evaluate and Technical Knowledge.</b>   |   |  |
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|                            |                                  | <b>Year 7</b> →   | <b>Year 8</b> →   | <b>Year 9</b> →<br><b>KS4</b>  |
| <b>Technical Knowledge</b> | <b>Food Science</b>              | <ul style="list-style-type: none"> <li>Properties of ingredients: Process of gluten making. Energy in food.</li> <li>Function of ingredients: Effect of Yeast and gluten to make the bread rise.</li> </ul>   | <ul style="list-style-type: none"> <li>Properties of ingredients: shortening/ gelatinisation/ coagulation/raising agents e.g. yeast</li> <li>Function of ingredients: application of properties of ingredients to baked products e.g. bread.</li> </ul>   | <ul style="list-style-type: none"> <li>Functions of ingredients: gelatinisation/denaturation/ coagulation/raising agents/aeration e.g. chemical raising agents.</li> <li>Function of ingredients: application of properties of ingredients to sweet and savoury products.</li> </ul>   |
|                            | <b>Food nutrition and health</b> | <ul style="list-style-type: none"> <li>To understand the basic principles of nutrition and health with a focus on the Eatwell Guide.</li> <li>Identifying the function and source of macro nutrients. (protein/fat/carbohydrates).</li> <li>Understand how to apply the basic principles of nutrition and healthy eating to cooking.</li> </ul> | <ul style="list-style-type: none"> <li>Applying the Eatwell guide when planning meals.</li> <li>Knowledge and understanding of the function and source of nutrients.</li> <li>Identifying the function and source of the nutrients. (protein/fat/carbohydrates, vitamins A, B, C, D, calcium, iron, fibre and water) in the dishes made.</li> <li>Understanding of food labels and traffic light labels.</li> <li>Knowledge about basic allergens.</li> </ul> | <ul style="list-style-type: none"> <li>Health conditions associated with an unhealthy diet e.g. diabetes type 2, coronary heart disease, obesity etc.</li> <li>How to adapt meals to meet dietary guidelines.</li> <li>Scientific understanding of the structure and function of macro nutrients (protein/fat/carbohydrates).</li> <li>Identifying the source and functions of micronutrients when designing.</li> </ul> |



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|               | <b>Food Provenance</b> | <ul style="list-style-type: none"> <li>▪ An awareness of food provenance e.g. food miles, seasonality, vegetarian/vegan, food waste.</li> <li>▪ Recycling food waste and the impact on the environment.</li> <li>▪ Making regional, seasonal and cultural dishes.</li> </ul> | <ul style="list-style-type: none"> <li>▪ An understanding of food provenance e.g. food miles, seasonality, vegetarian/vegan, food waste, locally sourced, fair trade.</li> <li>▪ Recycling food waste and the impact on the environment.</li> </ul> | <ul style="list-style-type: none"> <li>▪ The application of food provenance e.g. food miles, carbon footprint, seasonality, vegetarian/vegan, food waste, locally sourced, fair trade, free range and organic.</li> <li>▪ Recycling food waste and the impact on the environment.</li> <li>▪ Understanding the characteristics of a broad range of ingredients including influences from different cultures and religion.</li> </ul> |
| <b>Design</b> |                        | <ul style="list-style-type: none"> <li>▪ Adapt recipes to meet individual preferences.</li> <li>▪ Communicating design ideas through annotated sketches like making pizza.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Developing and communicating design ideas using detailed annotated sketches.</li> <li>▪ Developing an existing product to change the sensory characteristics.</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ Focused research to solve a design problem.</li> <li>▪ Developing and communicating design ideas using detailed annotation applying knowledge of nutrition, food provenance and sensory characteristics.</li> <li>▪ Producing a detailed plan to enable independent making.</li> </ul>  |



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| Technical skills and food safety | Technical skills   | <ul style="list-style-type: none"> <li>Develop competence in a range of technical skills: knife skills (claw/bridge), weighing and measuring, use of equipment, use of cooker (hob and oven), sauce making, rubbing in method.</li> <li><b>Applying the learning to practical dishes:</b> Vegetable cous cous salad/ Fruit salad, bread roll, pizza, Fruity flapjack, Apple crumble, spaghetti, American pancakes.</li> </ul> | <ul style="list-style-type: none"> <li>Development of technical skills and processes: knife skills, use of equipment, rubbing in, sauce making, bread making, shaping, preparing and cooking meat/protein alternatives, cooking methods, handling pastry.</li> <li><b>Applying the learning to practical dishes:</b> Macaroni cheese, chicken wrap, fluffy American pancakes, pizza, puff pastry jam tart, spaghetti Bolognese, spicy tomato soup, fruity flapjack.</li> </ul> | <ul style="list-style-type: none"> <li>Development of technical skills and processes: knife skills, use of equipment, sauce making: béchamel &amp; tomato, pastry, creaming method, setting, presentation techniques: garnishing, cooking methods, finishing &amp; glazing.</li> <li><b>Applying the learning to practical dishes:</b> Chicken goujons, Bolognese, Stuffed peppers/mushrooms, Sausage rolls, Savoury tray bake, Fruit cheesecake, Muffins, Pasta bake, Moroccan tagine, Lemon drizzle cake, Vegetable/ mushroom soup.</li> </ul> |
|                                  | Food safety  | <ul style="list-style-type: none"> <li>Food hygiene practices – personal hygiene rules.</li> <li>Kitchen safety practices- knife safety; use of safety equipment e.g. oven gloves.</li> <li>Storing and cooking food safely. Memorise and apply 4C's of food safety.</li> </ul>   | <ul style="list-style-type: none"> <li>Food safety when buying and storing foods: date marks</li> <li>Cooking food safely. High risk foods/ Key temperatures/cross contamination</li> </ul>  | <ul style="list-style-type: none"> <li>Conditions micro-organisms need to multiply.</li> <li>Food safety procedures – key temperatures/temperature control/preventing food poisoning/danger zone/high risk foods.</li> <li>Cooking food safely: use of food probe</li> </ul>   |
| Evaluate                         | <p>Development of evaluative skills:</p> <ul style="list-style-type: none"> <li>Identifying how to improve nutritional health.</li> <li>Using sensory analysis to evaluate the characteristics of food.</li> </ul> | <ul style="list-style-type: none"> <li>Evaluate and design ideas against a specification considering the views of others.</li> <li>Analyse and existing products to aid development/design ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>Evaluate and design ideas against a specification taking into account the views of others.</li> </ul>   |  |



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| <p><b>Assessment.</b><br/>Pupils will be assessed using a range of methods.</p> | <ul style="list-style-type: none"> <li>▪ Multi choice questions/verbal feedback on practical skills/comment marking: designing/self-assessment.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>▪ Pre-unit assessment</li> <li>▪ Two end of half term framed tasks.</li> <li>▪ Post-unit assessment.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Multi choice questions/verbal feedback on practical skills/comment marking: designing/self and peer assessment.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>▪ Pre-unit assessment</li> <li>▪ Two end of half term framed tasks.</li> <li>▪ Post-unit assessment.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Multi choice questions/verbal feedback on practical skills/comment marking: designing/ self and peer assessment.</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>▪ Pre-unit assessment</li> <li>▪ Two end of half term framed tasks.</li> <li>▪ Post-unit assessment.</li> </ul> |
| <p><b>Feedback</b></p>  | <p>Learners will receive both verbal and written feedback throughout the year.</p> <ol style="list-style-type: none"> <li>1. <i>Verbal feedback:</i> When engaged in practical activities learners will receive verbal feedback based on their practical skills and outcomes. Clear targets for development and improvement will be communicated in lesson time.</li> <li>2. <i>Detailed feedback:</i> Indicated throughout learners' book on key pieces of work called 'framed tasks'. Learners will receive targeted (EBI: Even Better If) to read and implement the feedback comments.</li> <li>3. <i>Progress statements:</i> Learners will carry out peer and/or self-assessment against the progress statements. Teacher feedback comments will identify good practice with targets for further progress.</li> <li>4. <i>Maintenance and vocabulary feedback:</i> Some feedback will be based on vocabulary and quality of presentation and understanding of key subject terminology.</li> <li>5. <i>Other Feedback:</i> students will receive instant feedback on quizzes/MCQ questions – explanations of answers will be provided for each question.</li> </ol> |   |  |
| <p><b>Extended Learning</b></p>   | <p><i>Frequency:</i> Extended learning tasks will be set as and when appropriate related to the learning objectives of each lesson. Extended learning may be as appropriate based on the content covered during lessons.</p> <p><i>Types of tasks:</i></p> <ul style="list-style-type: none"> <li>▪ Consolidation of learning by applying knowledge and using skills to answer set tasks e.g. evaluation of practical activities.</li> <li>▪ Evaluations of practical tasks.</li> <li>▪ Learning the spelling and key subject vocabulary e.g. function of ingredients, properties of fabrics.</li> <li>▪ Research in preparation for future tasks e.g. finding appropriate recipes, research images for a mood board.</li> <li>▪ MCQ questions to test key threshold concepts and misconceptions.</li> <li>▪ Practise and develop skills e.g. annotation of design tasks.</li> <li>▪ Learning and revision for class tests and examinations.</li> <li>▪ Improve or develop set tasks.</li> </ul>  |   |  |



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| <b>How can I support my child?</b> | Discuss practical work and progress on a weekly basis<br>Encourage students to make dishes at home recipes. |
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