



Curriculum Map Year 9

Food Technology

The ADT curriculum is delivered through a carousel with each student engaged in one subject per term.

Curriculum Intent:

| | | Food Technology | | Engineering | | Art | |
|------------------------|--|---|--|-------------|----------|----------|----------|
| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Unit of work | | Food Nutrition and Health: Micro-nutrients: vitamins and minerals/ Nutritional needs of different groups of people Eatwell guide Nutritional needs of groups: focus diet in pregnancy Food Commodities: Cereals: wheat into flour – focus pasta Milk, cheese and yoghurt Fish Soya, tofu, beans, nuts and seeds Food safety: Focusing on Traditional British menu and selecting some dishes around the world temperature control multiplication of bacteria food poisoning Food Provenance: Seasonal foods – grown, reared and caught Science of Food: Focusing on Planning 3 course meal for Traditional British menu. | | | | | |
| Core Skills | | Analysis • Critical evaluation • Design and Make • Identify and describe • Justification | Selection and grouping of commodities. Evaluating stages of production. | | | | |
| Core Knowledge | | Developing several techniques used in dishes such as, making a roux, short crust pastry, making a custard, caramelizing, roasting and several other cooking techniques. | | | | | |
| Assessment & Feedback | | Assessment 1- Analysis • Analysing given brief • Design and Make Interim assessment (2)- Evaluating practical activity • Identify and describe • Evaluation and Justification. . | Summative assessment (3) Assessing all of the knowledge of Nutritional needs for specific group of people with focus on teenager sand the practical skills demonstrated. | | | | |
| Link to prior learning | | Development of students understanding of how to independently select suitable equipment and ingredients to prepare dishes that meet a brief. Prior knowledge of the eat well guide is developed further, introducing more comprehensive understanding of nutrients and how specific groups may require greater amounts of specific nutrients in their stage of development. | | | | | |
| Outside learning/trips | | Research techniques applied beyond the classroom | Research techniques applied beyond the classroom | | | | |