

Moor House School & College Curriculum Map Food Studies Year 7

YEAR GROUP/PATHWAY: Year 7		
Autumn Term 1	Theory	Practical
Knowledge	<p>Core: Finding our way around the kitchen Kitchen rules and risks Hand washing How to wash up / clean away (sequencing)</p> <p>Extended: To work independently with little adult guidance. To consistently perform tasks safely.</p>	<p>Core: Making a sandwich Beans on Toast (Using the hob) Mug cake (using microwave)</p> <p>Extended: Following a pictorial recipe independently. To work independently with little adult guidance. To consistently perform tasks safely.</p>
Skills	<p>Core: Naming key areas and basic equipment within the kitchen. Identifying risks Sequence the steps to handwashing and cleaning.</p> <p>Extended: To consistently perform tasks safely.</p>	<p>Core: Spreading Selecting ingredients Making choices Cutting Understanding a half Using a microwave Toasting / Using a toaster</p> <p>Extended: To consistently perform tasks safely. Setting temperatures</p>
Vocabulary	<p>Core: Cooker Oven Hob Fridge Freezer Danger Tap / sink</p>	<p>Core: See the above Snack Lunch Bread / granary / brown</p> <p>Extended: Carbohydrate / Fibre / protein</p>

	<p>Extended: Risk / Hazard Hygiene Bacteria</p>	
Autumn Term 2		
Knowledge	<p>Core: Hygiene and Safety Safe working practices Learning the names of basic equipment. Basic skills (Holding a range of basic equipment)</p> <p>Extended: Selecting the correct equipment independently Locating equipment by name.</p>	<p>Core: Peeler – Mini apple tarts (ready bought pastry) Whisk – Scrambled egg Grater – Cheese twists (ready bought pastry)</p> <p>Extended: To consistently perform tasks safely. Setting temperatures To use equipment correctly with little support.</p>
Skills	<p>Core: Handling basic equipment Safe use of the hob and oven. Learn about heat control in a safe and controlled manner Building a recipe. Following a basic pictorial recipe.</p> <p>Learn and use basic cooking techniques in order to produce healthy meals. Weighing and measuring, estimation skills.</p> <p>Extended:</p>	<p>Core: Peeling Chopping Whisking Grating Stirring Rolling Greasing Baking</p> <p>Extended: To use equipment correctly with little support.</p>

<p>Vocabulary</p>	<p>Core: Peeler, whisk, grater, rolling pin, spatula, knife, chopping board, bowl, tin Ingredient names relating to practical's Germs Safety</p> <p>Extended: Bacteria Conditions</p>	<p>Core: Peeler, whisk, grater, rolling pin, spatula, knife, chopping board, bowl, tin Ingredient names relating to practical's Cooking verbs</p> <p>Extended: Using cooking verbs to describe the skills being performed when making dishes.</p>
Spring Term 1		
<p>Knowledge</p>	<p>Core Where is food stored? To know why food has to be stored in a certain place. To understand how to check that our food stored is safe.</p> <p>Extended To learn how to pack a fridge (items closest to going off at the front)</p>	<p>Core Fridge – Bacon Bagel Cupboard – Group trifle (tin custard, tin fruit) Freezer – Ice cream milkshakes</p> <p>Extended To work independently following a pictorial recipe.</p>
<p>Skills</p>	<p>Core To sort food into the correct category of where it is stored. To put food away in the right place. (Tesco delivery) To read sell by dates.</p> <p>Extended To pack a fridge correctly.</p>	<p>Core Frying Slicing Layering Tin opening Blending</p> <p>Extended To perform skills independently.</p>
<p>Vocabulary</p>	<p>Core Fridge, Freezer, cupboard Going off</p> <p>Extended Sell by date</p>	<p>Core (See above)</p> <p>Extended To be able to use cooking verbs within a sentence.</p>

	Use by date	
Spring Term 2		
Knowledge	<p>Core: Where does food comes from (grown, sea, factory) How do we get our food? Understand basic nutritional value of everyday foods (Good V bad foods)</p> <p>Extended: To begin to group foods</p>	<p>Core: Grown – Ratatouille Sea – Tuna pasta or Tuna wrap Factory – Muffin / biscuit</p> <p>Extended: To explain how the ingredients used got to the kitchen. Identify where the ingredients came from.</p>
Skills	<p>Core: Sorting foods into groups Identifying the source</p> <p>Extended: To make good choices about what to eat and why.</p>	<p>Core: Chopping Boiling Opening a tin Mashing Mixing Creaming All in one method</p> <p>Extended: To perform with little support.</p>
Vocabulary	<p>Core: Farm, garden, grown, over ground, underground, reared Sea, caught, fishing Factory, handmade Local / far away Healthy / unhealthy</p> <p>Extended:</p>	<p>Core: (See above)</p> <p>Extended: Using cooking verbs to describe the skills being performed when making dishes.</p>

	Processed, organic, free range Overseas	
Summer Term 1		
Knowledge	<p>Core: To understand foods from different cultures. Understand Italian culture and foods Understand Indian culture and foods Understand Asian culture and foods</p> <p>Extended:</p>	<p>Core: Italian – Spaghetti carbonara (using jarred sauce) Indian – Onion bhaji or samosa Asian – Egg fried rice</p> <p>Extended:</p>
Skills	<p>Core: Name places around the world Sort foods into categories based on where they come from. Research dishes</p>	<p>Core: Boiling Opening a jar Shaping Cutting Folding Frying Cracking an egg</p> <p>Extended: To perform skills with little support.</p>
Vocabulary	<p>Core: India, Indian, Asia, Asian – Spices, Flavours, colour Italian, Italy – Pizza, Pasta, Bread</p> <p>Extended: Vibrant</p>	<p>Core: See above</p>

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Summer Term 2		
<p>Knowledge</p>	<p>Core: Evaluating food using sensory analysis (verbal and written) Understanding foods that compliment one another.</p> <p>Extended:</p>	<p>Core: Tasting session based on one product from different brands eg: ketchup or a type of biscuit</p> <p>Using given ingredients plan something to cook</p> <p>Extended:</p>
<p>Skills</p>	<p>Core: Giving an opinion Rating dishes Comment on sensory factors Write a recipe Follow a recipe</p>	<p>Core: To research and plan own simple dish To follow a recipe To evaluate To write a short evaluation</p>
<p>Vocabulary</p>	<p>Core: Taste Smell Texture Sensory vocabulary</p> <p>Extended: Aroma Appearance Presentation Compliments</p>	<p>Core: Taste Smell Texture Sensory vocabulary</p> <p>Extended: Aroma Appearance Presentation Compliments</p>