

Moor House School & College Curriculum Map Food Studies Year 9

YEAR GROUP/PATHWAY: Year 9		
Autumn Term 1	Theory	Practical
Knowledge	<p>Core</p> <p>To investigate the type and function of fat in the diet & nutritional requirements</p> <p>Role of oil and butter in recipes.</p> <p>Illnesses associated with over eating fat & how to reduce fat intake</p> <p>Extended</p>	<p>Practical's that involve fat:</p> <p>Pastry Shortbread Mayonnaise</p>
Skills	<p>Core</p> <p>To describe the role of fat in different recipes.</p> <p>To find lower in fat alternatives.</p> <p>Extended</p> <p>To be able to use learnt skills to explain how this contributes to their practical dish,</p>	<p>Self hygiene Using cutters Rolling Weighing Rubbing in method All in on method</p>
Vocabulary	<p>Core</p> <p>Heat transfer Saturated & Unsaturated fat Oils, butter, lard</p> <p>Extended</p> <p>Emulsions Plasticity Aeration</p>	<p>Rubbing in Cutter Rolling pin Flour Fat</p>

Autumn Term 2	Theory	Practical
Knowledge	<p>Core</p> <p>To investigate the type and function of protein in the diet & nutritional requirements</p> <p>Role and function of eggs in recipes</p> <p>Extended</p>	<p>Practical's that involve protein:</p> <p>Quiche Meringue Meatballs</p>
Skills	<p>Core</p> <p>To describe the need for protein.</p> <p>To explain how proteins work when heated.</p> <p>Extended</p> <p>To be able to use learnt skills to explain how this contributes to their practical dish,</p>	<p>Whisking Rolling Creaming Folding Kneading</p>
Vocabulary	<p>Core</p> <p>Growth Repair Structure Binding</p> <p>Extended</p> <p>Coagulation Denaturation</p>	<p>Short Crust Puff Pastry Shortening Whisking Aeration</p>
Spring Term 1	Theory	Practical
Knowledge	<p>Core</p> <p>To investigate the type and function of carbohydrates in the diet & nutritional requirements</p>	<p>Practicals involving flour, starches / sugar:</p> <p>Bread Blueberry muffins Biscuits</p>

	<p>Role of flour, starches and sugars</p> <p>Extended To be able to use learnt skills to explain how this contributes to their practical dish,</p>	
Skills	<p>Core</p> <p>Sort foods into sugar and starch.</p> <p>To explain the role of sugar and starch.</p> <p>Extended To be able to use learnt skills to explain how this contributes to their practical dish,</p>	<p>Kneading Stirring Measuring Mixing</p>
Vocabulary	<p>Core</p> <p>Sugar Starch Energy</p> <p>Extended Caramelisation Dextrinization</p>	<p>Yeast Rising Leavening Warmth Proving</p>
Spring Term 2	Theory	Practical
Knowledge	<p>Core</p> <p>Properties of chemical raising agents: Baking powder, Bicarbonate soda, Cream Tartar Food Safety Food spoilage and contamination</p> <p>Extended To be able to use knowledge to explain how this contributes to their practical investigations,</p>	<p>Investigation in scones and Raising Agents Testing 3 CRSs to bake 3 different batches of scones. Which CRS gives a better raise, texture?</p> <p>Burgers Chicken Sir Fry</p>

<p>Skills</p>	<p>Core</p> <p>Identifying correct chopping boards Hand washing Storage within the fridge / where food items go. Reading packaging Identifying expiry dates</p> <p>Extended</p> <p>To apply skills independently within practical situations.</p>	<p>Shaping Massaging Fine motor skills Boiling Frying Shape / size</p>
<p>Vocabulary</p>	<p>Core</p> <p>Use by /sell by Cross contamination Danger zone Defrost</p> <p>Extended</p> <p>Freezing Thawing Boiling point Separation</p>	<p>Probe Spatula Fish slice Wooden spoon Garlic crusher</p>
<p>Summer Term 1</p>	<p>Theory</p>	<p>Practical</p>
<p>Knowledge</p>	<p>Core</p> <p>Specific needs around food:</p> <p>Dietary (choice, medical, religion) Allergies</p> <p>Extended</p> <p>Cultural (Halal, Kosha) Age / gender consumptions</p>	<p>Dairy free / Gluten free (Carbonara) Cultural dish Dish to suit a specific type of person</p>

Skills	<p>Core</p> <p>To identify their own needs To be able to identify allergens on a food label. To plan meals for specific people</p> <p>Extended</p> <p>To plan a meal in response to a brief linking learnt knowledge and skills with a higher degree of independence and planning.</p>	Dependent on the practical's chosen
Vocabulary	<p>Core</p> <p>Muslim, Asian, British, Jewish Vegetarian, Vegan, Pescatarian, Lactose Intolerant, Gluten free Heart Attack, Stroke, Overweight, Obese</p> <p>Extended</p> <p>Halal, Kosha BMI Brief</p>	Dependent on the practical's chosen
Summer Term 2	Theory	Practical
Knowledge	<p>Core</p> <p>Sensory Analysis and Evaluation</p> <ol style="list-style-type: none"> 1. Sensory evaluation 2. Sensory testing methods. 3. Senses used – taste, texture appearance & aroma. 	<p>Tasting foods from around the world.</p> <p>Practical dishes:</p> <p>Bring ingredients from home to make a meal to suit a specific need (KS4 Preparation)</p>

	<p>Extended</p> <p>To apply sensory knowledge to produce dishes which are appealing to the consumer.</p>	
<p>Skills</p>	<p>Core</p> <p>Identify the senses used. Conduct food sensory testing. Analyse foods using senses & recording food testing.</p> <p>Extended</p> <p>Suggest areas for improvement in food products</p>	<p>Identify the senses used. Conduct food sensory testing. Analyse foods using senses & recording food testing. Suggest areas for improvement in food products</p>
<p>Vocabulary</p>	<p>Language linked to the senses</p>	<p>Language linked to the senses</p>