

Moor House School & College Curriculum Map Food Studies KS4

YEAR GROUP/PATHWAY: NCFE Level 1/2 Food and Cookery Skills Year 10 and 11			SUBJECT AREA: Food Studies		
YEAR 10			YEAR 11		
Term 1	Unit 1 Preparing to Cook (Theory)	Unit 1 Preparing to Cook (Practical)		Unit 2 Understanding Food (Theory)	Unit 2 Understanding Food (Practical)
Knowledge	<p>Core:</p> <p>1.1 Describe safe and hygienic working practices to prepare self for cooking</p> <p>1.2 Describe safe and hygienic working practices to prepare the cooking environment</p> <p>1.3 Assess potential risks and hazards in the cooking environment</p> <p>2.1 Describe the uses of cooking equipment and utensils</p> <p>2.2 Describe how to prepare equipment and utensils for cooking</p> <p>2.3 Describe safe cleaning and storage of equipment and utensils</p>	<p>Core:</p> <p>4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking</p> <p>4.2 Demonstrate how to follow recipes</p> <p>4.3 Demonstrate cooking skills</p> <p>4.4 Demonstrate safe use of equipment and utensils</p> <p>4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils</p> <p>Extended:</p> <p>To achieve a Distinction the student must consistently show the above skills, being able to explain coherently reasons why.</p>	Knowledge	<p>Core:</p> <p>2.1 Describe how social factors affect food choices</p> <p>2.2 Describe how environmental factors affect food choices</p> <p>2.3 Describe how cost factors affect food choices</p> <p>2.4 Describe how sensory factors affect food choices</p> <p>3.1 Compare ingredients to inform choice of recipes for given dishes</p> <p>Extended:</p> <p>To achieve a Distinction the student must consistently show the above skills, being able to explain coherently reasons why.</p>	<p>Core:</p> <p>3.2 Apply choices of ingredients to make given dishes</p> <p>3.3 Evaluate completed dishes</p> <p>Choosing suitable meals to cook for those with different needs.</p> <p>Extended:</p> <p>To achieve a Distinction the student must consistently show the above skills, being able to explain coherently reasons why.</p>

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	<p>Extended:</p> <p>To achieve a Distinction the student must consistently show the above skills, being able to explain coherently reasons why.</p>				
Skills	<p>Core:</p> <p>Cleaning safely Choosing the correct chopping boards. Using equipment safely. Using cleaning products effectively.</p> <p>Extended:</p> <p>Independently, confidently and concisely perform the above skills without support.</p>	<p>Core:</p> <p>Food preparation Demonstrating different cooking styles and skills, Using different equipment Story boarding</p> <p>Extended:</p> <p>Independently, confidently and concisely perform the above skills without support.</p>	Skills	<p>Core:</p> <p>Apply knowledge of how food factors effect choices and plan suitable dishes.</p> <p>Reading food labels and packaging.</p> <p>Extended:</p> <p>Independently, confidently and concisely perform the above skills without support.</p>	<p>Core:</p> <p>To be able to cook with:</p> <p>1.1 Main food groups More advanced ingredients to expand skills.</p> <p>To be able to think critically. Identifying strengths and weaknesses both verbally and written.</p> <p>To research independently.</p> <p>Extended</p> <p>Independently, confidently and concisely perform the above skills without support.</p>
Vocabulary	<p>Core:</p> <p>Safety & Hygiene - Risks/hazards/ environmental hygiene/ self-hygiene/ Bacteria / cross contamination/ food poisoning/ e-coli/ salmonella</p>	<p>Core:</p> <p>Equipment names</p> <p>Cooking verbs - Sautéing/ simmering/ stir frying/ shallow frying/ dicing</p>	Vocabulary	<p>Core:</p> <p>1.2 Sources: eg farm-grown, reared, country of origin, processed, manufacturing</p> <p>2.1 Social factors: eg cultural, locality, accessibility, Fairtrade, personal</p>	<p>Core:</p> <p>Strengths, weaknesses, senses, smell, good, bad, improve, change</p>

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	<p>Food categories: Fibre / vitamins/ minerals/ water/ saturated and unsaturated fats</p> <p>Extended:</p> <p>Exam Q words – demonstrate/ evaluate / identify/ select / outline the skill shown</p>	<p>Potential risks and hazards: food safety eg bacteria and personal hygiene. Hazard safety eg cuts, burns, scalds, slips, trips and falls</p> <p>Extended:</p> <p>Independently, confidently and concisely perform the above skills without support.</p>		<p>2.2 Environmental factors: eg food miles, carbon footprint, pesticides, weather, organic</p> <p>2.3 Cost factors: eg availability, quality, varieties, brands, composition</p> <p>2.4 Sensory factors: eg taste, texture, appearance, smell</p> <p>3.3 Evaluate: eg choices of ingredients and their effect, cost, taste, appearance, smell, texture, ways to improve the dish</p> <p>Extended:</p> <p>Independently, confidently and concisely apply the above knowledge and vocab to coursework without support.</p>	<p>Descriptive language associated with food. (5 senses)</p> <p>Extended:</p> <p>Appearance, appealing, appetising, presentation, texture, consideration</p>
Term 2	Unit 1 Preparing to Cook (Theory)	Unit 1 Preparing to Cook (Theory)		Unit 3 Exploring Balanced Diets	Unit 3 Exploring Balanced Diets
Knowledge	<p>Core:</p> <p>3.1 Describe the purpose of a recipe 3.2 Identify the stages of a recipe 3.3 Describe the purpose of different ingredients in a recipe 3.4 Describe cooking skills</p> <p>Extended:</p>	<p>Core:</p> <p>4.1 Demonstrate safe and hygienic working practices to prepare self and environment for cooking 4.2 Demonstrate how to follow recipes 4.3 Demonstrate cooking skills 4.4 Demonstrate safe use of equipment and utensils</p>	Knowledge	<p>Core:</p> <p>1.1 Explain what is meant by a balanced diet 1.2 Describe the nutrients that make up a balanced diet 1.3 Explain nutrients requirements for different groups of people 1.4 Explain healthy eating advice</p>	<p>Core:</p> <p>2.1 Assess a recipe in terms of its contribution to healthy eating 2.2 Explain how the recipe could be changed to make the finished dish healthier 2.3 Describe other factors that could affect the finished dish</p> <p>Extended:</p>

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	Independently, confidently and concisely perform the above skills without support.	4.5 Demonstrate safe and hygienic cleaning and storage of equipment and utensils Extended: Independently, confidently and concisely perform the above skills without support.		1.5 Explain how nutritional information on food labels can inform healthy eating 1.6 Assess a food diary and make recommendations Extended:	Independently, confidently and concisely apply the above knowledge and vocab to coursework without support.
Skills	Core: Write own recipe independently. To be able to explain cooking skills situation and specific verb: Extended: To apply skills without support. To think about the skills performed when planning a recipe and state these.	Core: Food preparation Demonstrating different cooking styles and skills, Using different equipment Extended: Independently, confidently and concisely perform the above skills without support	Skills	Core: Plan balanced meals Read food labels Select between various items dependent on the ingredients. Extended: Independently, confidently and concisely perform the above skills without support and be able to think about these aspects when planning and cooking meals.	Core: Annotation Extended written work and evaluation skills. Linking learning Extended: To apply knowledge to make choices based on specifications.
Vocabulary	Core: Function, Binding, coating, emulsifying, structure, texture, taste, spice, flavour, seal, decorative	Core: Equipment names Cooking verbs - Saut�eing/ simmering/ stir frying/ shallow frying/ dicing Potential risks and hazards: food safety eg bacteria and personal hygiene. Hazard	Vocabulary	Core: 1.1 Balanced diet: to include portion control, water intake and dietary fibre, RI/GDAs etc 1.2 Nutrients: macro (carbohydrates, fats, proteins), micro (vitamins A, B group C and D), minerals (irons and calcium), source, function, deficiency	Core: 2.1 Recipe: eg, cooking method, ingredients, portion size, serving suggestion, cost, high content, low content 2.3 Other factors: eg taste, texture, moisture, appeal, appearance

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		<p>safety eg cuts, burns, scalds, slips, trips and falls</p> <p>Extended:</p>		<p>1.3 Groups of people: age (babies and toddlers, pre-schoolers, children, teenagers, adults, older), gender, activity level, health conditions (lactose intolerance. nut allergy. coronary heart</p>	
				<p>guidelines</p> <p>1.5 Nutritional information: content, calorie content, serving size, percentage, RI/GDAs</p> <p>Extended:</p>	
Term 3	Unit 2 Understanding Food (Theory)	Unit 2 Understanding Food (Practical)		Unit 4 Plan and Produce Dishes in Response to a Brief (Theory)	Unit 4 Plan and Produce Dishes in Response to a Brief (Practical)
Knowledge	<p>Core:</p> <p>1.1 Describe the main food groups</p> <p>1.2 Describe sources of foods from each main food group</p> <p>1.2 Explain how seasons affect food availability</p> <p>Extended:</p> <p>To give a detailed description of the above</p>	<p>Core:</p> <p>4.1 – 4.5 continued</p> <p>Understanding of how to cook using different food groups.</p> <p>Creating Balanced meals.</p> <p>Looking at the origin of food before using it.</p> <p>Planning menus and dishes that are in season.</p> <p>Extended:</p>	Knowledge	<p>Core:</p> <p>1.1 Assess the requirements of a set brief</p> <p>1.2 Select a menu of dishes for the brief</p> <p>1.3 Develop a plan of action for making the dishes</p> <p>1.4 Review and revise plan from feedback</p> <p>3.1 Assess the strengths and weaknesses of the menu</p> <p>3.2 Assess the strengths and weaknesses of the planning and preparation process</p>	<p>Core:</p> <p>2.1 Demonstrate how to prepare themselves and environment for cooking</p> <p>2.2 Apply the plan to make the dishes on the menu</p> <p>2.3 Demonstrate cooking skills to make the dishes on the menu</p> <p>2.4 Demonstrate safe and hygienic working practices throughout</p>

	with specific functional and scientific words.	To be able to answer questions relation to the function of ingredients within their dishes and explain reasons verbally.		3.3 Assess the strengths and weaknesses of the completed dishes 3.4 Evaluate how the brief has been met	
Skills	Core: Independent research	Core: To cook with the 7 nutrients To choose ingredients from different sources To plan a meal that is season	Skills	Core: Analysing Mind mapping Extracting information Independent research Reading recipes To sequence stages of a recipe To evaluate To modify and change	Core: Self and environmental hygiene To cook in timed conditions To multitask To show a range of skills and preparation techniques.
Vocabulary	<ul style="list-style-type: none"> Core: Food categories/ effects: Quick and slow releasing energy. Carbohydrates - Starch/ sugars. Fibre – digestion Vitamins & minerals – immunity / diseases – e.g. scurvy Protein – growth & repair Fats – saturated and unsaturated Food sources: reared, caught, processed, grown. Availability 	Core: Describing meals: Nutritious, balanced, high in/low in, contains Food descriptions: Appearance, texture, appetising, well presented. Extended:	Vocabulary	Core: Vocabulary from Unit 1 – 3 1.1 Set brief 1.2 timings, ingredients, equipment, utensils, chronological order, Evaluation language	Core: 1.1 Set brief 1.3 Plan, timings, ingredients, equipment, utensils, order of work, health and safety considerations and skills used 1.4 Feedback: eg Teacher, peer, target audience I think ...because ... I was pleased with ...A strength of my dish was ... Portion control, Colour, Texture, Flavour, Presentation/ plating I could have improved my dish

	<p>Where food comes from: Carbon footprint, air miles, climate change</p> <p>Extended:</p> <p>Exam Q vocab – factors / influences / review/ evaluate</p>				<p>by ... I was disappointed that ... A weakness of this menu was ... Nutrition Visual appeal</p> <p>Extended:</p> <p>Consistently apply the above in all written work.</p>
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