

Design and Technology

Food and Cookery- Curriculum Map – Year 11

Curriculum Gift – Bringing Ideas to Real Life

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fertile Question	How can you change recipes to make the healthier? How do sensory Factors affect food choices?	How can you change recipes to make the healthier? How can you evaluate the changes that you have made to the dishes?	How can you evaluate the changes that you have made to the dishes? What are the requirements of the chosen brief? What foods are suitable to be served at a wedding?	What foods are suitable to be served at a wedding? How can you evaluate how well you have planned, and cooked?	How can you evaluate how well you have planned, and cooked?	
Key Content	<p style="text-align: center;">Unit 2</p> <p><u>2.4, 3.1</u> Students will be able to use tools such as the nutrition programme to look at the sensory properties of dishes and create charts to compare dishes. This will show where dishes need to be improved. This information will then be used to describe why sensory factors can affect food choice.</p> <p style="text-align: center;">Unit 3</p> <p><u>2.1, 2.2, 2.3</u> Students will be given a range of recipes for different groups of people and will be asked to make them healthier based on the Healthy Eating guidelines. They will be using the Nutrition programme and looking at the nutritional content of the dishes. This will enable the learner to how to assess a recipe in terms of its contribution to healthy eating and it will also help the students to change recipes or change the cooking method to make finished dishes healthier. Using the information learnt in Unit 2, 2.4, they will also be able to describe how other factors such as taste, texture, moisture, appeal and appearance could affect the finished dish.</p>	<p style="text-align: center;">Unit 2</p> <p><u>2.1, 2.2, 2.3, 2.4</u> Be able to describe how social factors such as cultural difference, buying local, fair-trade, personal choice and Fair Trade can affect the choices people make when purchasing food. Be able to describe in detail how the environment can play a part in peoples food choices meanwhile students will learn about Food Miles, Carbon Footprint, the affects of pesticides on our food, the weather and why choose Organic foods. Students will also learn about how cost factors such as availability, quality, different varieties and brands can influence and affect our food choice. Students will also learn about how our senses can influence what our food choice such as taste, texture and smell</p> <p><u>3.1-3.4</u> Students will be able to make informed choices when using food for cooking. Students will be making a minimum of 6 dishes (meat, pasta and Fruit and Vegetables) and they will begin to make informed choices to improve the dishes by comparing ingredients and dishes made. Students will then produce a detailed evaluation on their choices of ingredients, cost, taste, appearance and ways in which they can improve</p>	<p style="text-align: center;">Unit 4</p> <p><u>1.1, 1.2, 1.3, 1.4</u> Students will be given a brief and students will need to independently respond to the brief. <i>Students will be required to select and produce a menu pf dishes in response to the brief.</i> <i>They will need to produce a time plan for the dishes that will include timings, ingredients, equipment, utensils, order of work, health and safety considerations and skills used.</i></p> <p><u>2.1, 2.2, 2.2, 2.4</u> Students will be given time to produce the dishes set out in their action plan. The students will be able to prepare themselves and the environment for cooking, apply their plan and demonstrate skills to produce the dishes on the menu. Students will need to demonstrate safe and hygienic practices throughout.</p> <p><u>3.1,3.2, 3.3, 3.4</u> Once students have completed the dishes from their menu in response to the brief students will have to evaluate their dish:</p> <ul style="list-style-type: none"> • Assess the strengths and weaknesses of the menu • Assess strengths and weaknesses of the planning and preparation process • Assess the strengths and weaknesses of the completed dishes <p>Evaluate how they met the brief set</p> <p style="background-color: yellow;">Unit 3 Exam – possible retake second attempt. March Examination(will not apply to all students)</p> <p>Unit 3 - Revision</p> <p><u>1.1</u></p>	<p style="text-align: center;">Unit 4</p> <p><u>2.1, 2.2, 2.2, 2.4</u> Students will be given time to produce the dishes set out in their action plan. The students will be able to prepare themselves and the environment for cooking, apply their plan and demonstrate skills to produce the dishes on the menu. Students will need to demonstrate safe and hygienic practices throughout.</p> <p><u>3.1,3.2, 3.3, 3.4</u> Once students have completed the dishes from their menu in response to the brief students will have to evaluate their dish:</p> <ul style="list-style-type: none"> • Assess the strengths and weaknesses of the menu • Assess strengths and weaknesses of the planning and preparation process • Assess the strengths and weaknesses of the completed dishes <p>Evaluate how they met the brief set</p> <p style="background-color: yellow;">Unit 3 Exam – possible retake second attempt. March</p>	<p style="text-align: center;">Unit 4</p> <p><u>2.1, 2.2, 2.2, 2.4</u> Students will be given time to produce the dishes set out in their action plan. The students will be able to prepare themselves and the environment for cooking, apply their plan and demonstrate skills to produce the dishes on the menu. Students will need to demonstrate safe and hygienic practices throughout.</p> <p><u>3.1,3.2, 3.3, 3.4</u> Once students have completed the dishes from their menu in response to the brief students will have to evaluate their dish:</p> <ul style="list-style-type: none"> • Assess the strengths and weaknesses of the menu • Assess strengths and weaknesses of the planning and preparation process • Assess the strengths and weaknesses of the completed dishes <p>Evaluate how they met the brief set</p>	Improvement to Unit 1, 2 and 4 Portfolios

the dish. They will use star profiles to help

Unit 3 Exam – possible retake second attempt. March Examination(will not apply to all students)

Unit 3 - Revision

1.1

Students to revise what a balanced diet is making reference to the Eatwell Guide, portion control, water intake and dietary fibre.

1.2

Students will be able to describe the different Macro and Micronutrients, why they are needed by the body (their function) and what deficiencies could occur if they did not have enough of these nutrients.

1.3

Students will study how different groups of people need differing levels of nutrition. They will also discover that other factors such as age, gender, and level of activity will also determine the level of nutrition required. Students will also be able to describe the difference between food intolerance and an allergy, and how it is important to let customers know about the Allergens in food. Students will be giving recipes to adapt to make healthier or to be a suitable meal for a specific age group.

- Reading and interpreting a recipe
- Looking at and understanding Food labels
- Weighing and measuring accurately

Students will learn about the different groups of people and their nutritional requirements. For example; Age (babies, toddlers, pre-schoolers, children, teenagers, adults and older

Students to revise what a balanced diet is making reference to the Eatwell Guide, portion control, water intake and dietary fibre.

1.2

Students will be able to describe the different Macro and Micronutrients, why they are needed by the body (their function) and what deficiencies could occur if they did not have enough of these nutrients.

1.3

Students will study how different groups of people need differing levels of nutrition. They will also discover that other factors such as age, gender, and level of activity will also determine the level of nutrition required.

Students will also be able to describe the difference between food intolerance and an allergy, and how it is important to let customers know about the Allergens in food.

Students will be giving recipes to adapt to make healthier or to be a suitable meal for a specific age group.

- Reading and interpreting a recipe
- Looking at and understanding Food labels
- Weighing and measuring accurately

Students will learn about the different groups of people and their nutritional requirements. For example;

Age (babies, toddlers, pre-schoolers, children, teenagers, adults and older adults)

Gender

Activity Level

Health Conditions (Lactose intolerance, nut allergy, coronary heart disease, vegans)

1.4, 1.6,

Students will be looking at current Government advice on healthy eating. This links in with unit 3 1.1, and we will look at the Eatwell guide and current advice on fat, sugar, salt, fibre and fruit and vegetables.

Students will be given various case studies and food diaries and using the current healthy eating advice

Examination(will not apply to all students)

Unit 3 - Revision

1.1

Students to revise what a balanced diet is making reference to the Eatwell Guide, portion control, water intake and dietary fibre.

1.2

Students will be able to describe the different Macro and Micronutrients, why they are needed by the body (their function) and what deficiencies could occur if they did not have enough of these nutrients.

1.3

Students will study how different groups of people need differing levels of nutrition. They will also discover that other factors such as age, gender, and level of activity will also determine the level of nutrition required.

Students will also be able to describe the difference between food intolerance and an allergy, and how it is important to let customers know about the Allergens in food.

Students will be giving recipes to adapt to make healthier or to be a suitable meal for a specific age group.

- Reading and interpreting a recipe
- Looking at and understanding Food labels
- Weighing and measuring accurately

Students will learn about the different groups of people and their nutritional requirements. For example;

Age (babies, toddlers, pre-schoolers, children, teenagers, adults and older adults)

Gender

Activity Level

Health Conditions (Lactose intolerance, nut allergy, coronary heart disease, vegans)

1.4, 1.6,

Students will be looking at current Government advice on healthy eating. This links in with unit 3 1.1, and we will look at the Eatwell guide and current advice on fat, sugar, salt,

		<p>adults) Gender Activity Level Health Conditions (Lactose intolerance, nut allergy, coronary heart disease, vegans) <u>1.4, 1.6,</u> Students will be looking at current Government advice on healthy eating. This links in with unit 3 1.1, and we will look at the Eatwell guide and current advice on fat, sugar, salt, fibre and fruit and vegetables. Students will be given various case studies and food diaries and using the current healthy eating advice they will be able to recommend a healthier diet looking at individual requirements for a balanced diet, their RI/GDA's. <u>1.5</u> Students will be learning about how nutritional information on food labels can inform healthy eating. Students will learn about the traffic light system and how to read the</p> <p>Labels looking for allergens. They will understand how labels can inform the consumers of whether the products are healthy with an emphasis on Fat content, calories and serving sizes. <u>2.1, 2.2, 2.3</u> Student's will be looking at recipes and assessing how they could be made healthier with the current Government advice. The students will be able to explain how the recipe could be changed or adapted to make the finish dish healthier. The students will be looking at cooking methods, ingredients, portion size, serving suggestions and cost. The changes the students have made will also be assessed on how this may affect the finished dish for example the taste, texture, moisture, appeal and appearance.</p>	<p>they will be able to recommend a healthier diet looking at individual requirements for a balanced diet, their RI/GDA's. <u>1.5</u> Students will be learning about how nutritional information on food labels can inform healthy eating. Students will learn about the traffic light system and how to read the</p> <p>Labels looking for allergens. They will understand how labels can inform the consumers of whether the products are healthy with an emphasis on Fat content, calories and serving sizes. <u>2.1, 2.2, 2.3</u> Student's will be looking at recipes and assessing how they could be made healthier with the current Government advice. The students will be able to explain how the recipe could be changed or adapted to make the finish dish healthier. The students will be looking at cooking methods, ingredients, portion size, serving suggestions and cost. The changes the students have made will also be assessed on how this may affect the finished dish for example the taste, texture, moisture, appeal and appearance.</p>	<p>fibre and fruit and vegetables. Students will be given various case studies and food diaries and using the current healthy eating advice they will be able to recommend a healthier diet looking at individual requirements for a balanced diet, their RI/GDA's. <u>1.5</u> Students will be learning about how nutritional information on food labels can inform healthy eating. Students will learn about the traffic light system and how to read the</p> <p>Labels looking for allergens. They will understand how labels can inform the consumers of whether the products are healthy with an emphasis on Fat content, calories and serving sizes. <u>2.1, 2.2, 2.3</u> Student's will be looking at recipes and assessing how they could be made healthier with the current Government advice. The students will be able to explain how the recipe could be changed or adapted to make the finish dish healthier. The students will be looking at cooking methods, ingredients, portion size, serving suggestions and cost. The changes the students have made will also be assessed on how this may affect the finished dish for example the taste, texture, moisture, appeal and appearance.</p>		
--	--	--	--	---	--	--

Subject specific skills	<p>Student will be able to research the different factors that lead to food choice.</p> <p>Students will be making products with branded food and supermarkets “own brand” to determine if there are differences in the products that they make.</p> <p>Student will learn to use sensory analysis tools.</p> <p>Students will learn how to interpret food labels to make informed choices.</p>	<p>Student will be able to research the different factors that lead to food choice.</p> <p>Students will be making products with branded food and supermarkets “own brand” to determine if there are differences in the products that they make.</p> <p>Student will learn to use sensory analysis tools.</p> <p>Students will learn how to interpret food labels to make informed choices.</p>	<p>Students will need to be able to use their analytical skills to assess the requirements of a brief given to them that will be the basis of this unit. They will need to assess what is required for the Planning, Cooking and Evaluating aspect of this unit.</p> <p>Students will also need to plan how they will make their chosen dishes by producing a time plan (recipe including all aspects of the dishes) in an chronological order of how they will make it and when including timings.</p>	<p>Students will need to plan how they will make their chosen dishes by producing a time plan (recipe including all aspects of the dishes) in an chronological order of how they will make it and when including timings. Another student will check this and the teacher the student will then be critical of their work to make changes to ensure it is robust enough to follow when cooking.</p> <p>Students will also be demonstrating a variety of cooking skills, producing a 2 course meal within a 2 hour time limit and serve it for 2 people.</p>		
OAB & Cross curricular links	<p>Beautiful books and presentation of dishes Resilient learners Independent learners – Looking at 3 B4 ME – Book, Brain, Buddy Healthy lifestyles and diets Science – Dextrinisation and gelatinisation with carbohydrates. Maths – scaling up and down of recipes and ratios, weighing and measuring Geography – Climate control, seasonality, Fair Trade</p>	<p>Beautiful books and presentation of dishes Resilient learners Independent learners – Looking at 3 B4 ME – Book, Brain, Buddy Healthy lifestyles and diets Science – Dextrinisation and gelatinisation with carbohydrates. Maths – scaling up and down of recipes and ratios, weighing and measuring Geography – Climate control, seasonality, Fair Trade</p>	<p>Beautiful books and presentation of dishes Resilient learners Independent learners – Looking at 3 B4 ME – Book, Brain, Buddy Healthy lifestyles and diets Science – Healthy Lifestyles PE – Healthy lifestyles Maths – scaling up and down of recipes and ratios, weighing and measuring</p>	<p>Beautiful books and presentation of dishes Resilient learners – making amendments to their plans Independent learners – Looking at 3 B4 ME – Book, Brain, Buddy Healthy lifestyles and diets Science – Healthy Lifestyles PE – Healthy lifestyles Maths – scaling up and down of recipes and ratios, weighing and measuring</p>	<p>Beautiful books and presentation of dishes Resilient learners Independent learners – Looking at 3 B4 ME – Book, Brain, Buddy Healthy lifestyles and diets Science – Healthy Lifestyles PE – Healthy lifestyles Maths – scaling up and down of recipes and ratios, weighing and measuring</p>	<p>Beautiful books and presentation of dishes Resilient learners Independent learners – Looking at 3 B4 ME – Book, Brain, Buddy Healthy lifestyles and diets Science – Healthy Lifestyles PE – Healthy lifestyles Maths – scaling up and down of recipes and ratios, weighing and measuring</p>
Assessment	<p>UNIT 2 Assessment – ensure it is all completed and improved upon where necessary. Written Assessment for 2.1 and 2.2. Students will start to look at the practical’s required for 3.1-3.3 and a minimum of 6 dishes will be required to be made for this unit 2.</p>		<p>Unit 4 will be assessed on 1.1- 1.3 which is where the student assess the requirements of the brief, select chosen menu with reasoning and produce a detailed time plan. For 2.1-2.3 students will be assessed on the ability to prepare, cook a 2-course meal. Finally they will be assessed on how they can Evaluate their planning and making of the 2 course meal.</p> <p>Students are also encouraged to complete any other incomplete work – or if they want to achieve a higher-grade access the merit and distinction work for all units alongside other current work that is being undertaken.</p>			<p>Any incomplete work needs to be completed by June 24th.</p>
Home Learning	<p>Completion of assessment work and responding to feedback.</p> <p>Research dishes that you can make for Unit 2.</p>	<p>Completion of assessment work and responding to feedback.</p> <p>Research dishes that you can make for Unit 2. Cost the ingredients you have purchased for the dishes. This can be done manually or by using the nutrition programme.</p>	<p>Completion of assessment work and responding to feedback.</p> <p>Research dishes that you can make for Unit 4. Produce a questionnaire regarding the requirements of the chosen brief</p>	<p>Completion of assessment work and responding to feedback.</p> <p>Research dishes that you can make for Unit 4. Produce a questionnaire regarding the requirements of the chosen brief</p>	<p>Sensory analysis – ask family members about your dish so you can evaluate from they experience.</p>	<p>Complete any unfinished work.</p>
Memorable Learning	<p>Over the next couple of terms students will be producing dishes that they have chosen and they will be making them healthier. They will be building upon their skills. Students will be choosing recipes for a minimum of 2 fruit dishes, 2 pasta dishes and 2 rice dishes trying to incorporate meat.</p>	<p>Over the next couple of terms students will be producing dishes that they have chosen and they will be making them healthier. They will be building upon their skills. Students will be choosing recipes for a minimum of 2 fruit dishes, 2 pasta dishes and 2 rice dishes trying to incorporate meat.</p>	<p>Students will start to research foods for wedding – by looking at menus. This Unit can be interpreted differently by each student so students can make this their own.</p>	<p>Preparing a 2-course meal for a wedding. Students will be cooking a 2-course meal, which can include high skills such as filleting a fish, making pasta, filleting a chicken. Presenting their dishes to members of ALT.</p>	<p>Preparing a 2-course meal for a wedding. Students will be cooking a 2-course meal, which can include high skills such as filleting a fish, making pasta, filleting a chicken. Presenting their dishes to members of ALT</p>	
CEIAG	<p>Menu planning Nutritionists – advisors for restaurants, athletes, and employed</p>	<p>Menu planning Nutritionists – advisors for restaurants, athletes, and employed by the NHS.</p>	<p>Menu planning Nutritionists – advisors for restaurants, athletes, and employed</p>	<p>Menu planning Nutritionists – advisors for restaurants, athletes, and employed</p>	<p>Menu planning Nutritionists – advisors for restaurants, athletes, and employed</p>	

	by the NHS. Stock taking roles	Different roles within the catering industry	by the NHS. Different roles within the catering industry	by the NHS. Different roles within the catering industry	by the NHS. Different roles within the catering industry	
The EDGE	Create a recipe book with your peers to introduce people to the science behind the dishes. Resilience – Learn a new skill Resilience – attend intervention to increase your attainment Communication – Plan and present a topic of your choice to the rest of the class.	Create a recipe book with your peers to introduce people to the science behind the dishes. Resilience – Learn a new skill Resilience – attend intervention to increase your attainment Communication – Plan and present a topic of your choice to the rest of the class	Create a recipe book with your peers to introduce people to the science behind the dishes. Resilience – Learn a new skill Resilience – attend intervention to increase your attainment Communication – Plan and present a topic of your choice to the rest of the class	Create a recipe book with your peers to introduce people to the science behind the dishes. Resilience – Learn a new skill Resilience – attend intervention to increase your attainment Communication – Plan and present a topic of your choice to the rest of the class	Create a recipe book with your peers to introduce people to the science behind the dishes. Resilience – Learn a new skill Resilience – attend intervention to increase your attainment Communication – Plan and present a topic of your choice to the rest of the class	