




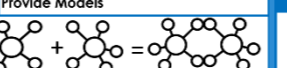

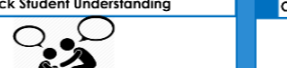




Swindon Academy Food Curriculum Map 2021-2022

The Food curriculum at Swindon academy aims to ensure that pupils are taught the core knowledge and skills to prepare a range of nutritionally balanced dishes. We want students to be able to understand the core principles of nutrition and health to ensure they make informed choices about the meals they eat both now and in the future. They will become competent in a range of cooking techniques including using awareness of taste, texture and smell to decide how to season dishes. As they progress, they will be able to adapt recipes to suit different needs.

Content is carefully sequenced to ensure students cover healthy eating, food preparation, food science and nutrition. Each year students will review food safety, food science, food nutrition and health, practical skills and food provenance. Students are encouraged to work independently and as part of a team to develop technical and practical skills. Our aim is to instil a love of cooking in pupils that will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Students are encouraged to attend extra-curricular activities and cooking club is always oversubscribed. The food department provides a range of extra-curricular opportunities including trips and visits to further broaden and develop student knowledge and understanding, as well as cooking club. This includes trips to the Good Food Show, restaurants and hospitality outlets. We also welcome visits from local chefs to run workshops with our students.

Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.	 Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.	 The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.	 Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.	 Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.	 Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.	 A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.	 Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.	 Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.	 The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

<ul style="list-style-type: none"> Frequent Repetition of key vocabulary Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks 	<ul style="list-style-type: none"> Frequent Repetition of key vocabulary and skills Recapping prior learning and previous lessons Repetition of key knowledge and understanding as prep tasks
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Term	1	2	3	4	5	6	6		
Year 7	Rotation 1 - PROJECT: Food from around the world <ul style="list-style-type: none"> Students will acquire a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance Health and safety in the food room Tea and toast Eatwell guide Basic knife skills and cous cous salad Carbohydrates Pizza practical 		Assessment 1	Rotation 1 - PROJECT: Food from around the world <ul style="list-style-type: none"> Students will acquire a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance Health and safety in the food room Tea and toast Eatwell guide Basic knife skills and cous cous salad Carbohydrates Pizza practical Fruit & veg 		Rotation 1 - PROJECT: Food from around the world <ul style="list-style-type: none"> Students will acquire a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance Health and safety in the food room Tea and toast Eatwell guide Basic knife skills and cous cous salad Carbohydrates Pizza practical Fruit & veg 		Assessment 2	Review and reteach

	<ul style="list-style-type: none"> • Fruit & veg • Stir fry • Fats • Food spoilage • Cheese and pepper muffins • Scotch egg 	<ul style="list-style-type: none"> • Stir fry • Fats • Food spoilage • Cheese and pepper muffins <p>Scotch egg</p>	<ul style="list-style-type: none"> • Stir fry • Fats • Food spoilage • Cheese and pepper muffins <p>Scotch egg</p>
Vocabulary instruction	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe • Evaluate 	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe <p>Evaluate</p>	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe <p>Evaluate</p>
Year 8	<p>Rotation 1 - PROJECT: Create a healthy menu project</p> <ul style="list-style-type: none"> • Health and safety in the food room • The eat well guide • Design brief and mood boards • Sensory analysis • Research tasks into bread theory lesson, bread ingredients preparation, bread practical lesson • Research tasks into pasta bake theory, planning, prep and practical • Research tasks into chocolate cake, prep and practical • Research tasks into bolognese theory, prep and practical 	<p>Rotation 2 - PROJECT: Create a healthy menu project</p> <ul style="list-style-type: none"> • Health and safety in the food room • The eat well guide • Design brief and mood boards • Sensory analysis • Research tasks into bread theory lesson, bread ingredients preparation, bread practical lesson • Research tasks into pasta bake theory, planning, prep and practical • Research tasks into chocolate cake, prep and practical • Research tasks into bolognese theory, prep and practical 	<p>Rotation 3 - PROJECT: Create a healthy menu project</p> <ul style="list-style-type: none"> • Health and safety in the food room • The eat well guide • Design brief and mood boards • Sensory analysis • Research tasks into bread theory lesson, bread ingredients preparation, bread practical lesson • Research tasks into pasta bake theory, planning, prep and practical • Research tasks into chocolate cake, prep and practical • Research tasks into bolognese theory, prep and practical
Vocabulary instruction	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe • Evaluate 	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe • Evaluate 	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe • Evaluate
Year 9	<p>PROJECT: Planning a healthy high skill dishes.</p> <ul style="list-style-type: none"> • Health, safety and hygiene of the kitchen. • Aldi competition, enter for a chance to win £200 for our school. • Basic knife skills • Presentation of dishes • Sensory analysis • Critical assessment • Skills testing • Time planning • Evaluation work 	<p>PROJECT: Planning a healthy high skill dishes.</p> <ul style="list-style-type: none"> • Health, safety and hygiene of the kitchen. • Aldi competition, enter for a chance to win £200. • Basic knife skills • Presentation of dishes • Sensory analysis • Critical assessment • Skills testing • Time planning • Evaluation work 	<p>PROJECT: Planning a healthy high skill dishes.</p> <ul style="list-style-type: none"> • Health, safety and hygiene of the kitchen. • Aldi competition, enter for a chance to win £200. • Basic knife skills • Presentation of dishes • Sensory analysis • Critical assessment • Skills testing • Time planning • Evaluation work
Vocabulary instruction	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe • Evaluate 	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe • Evaluate 	<ul style="list-style-type: none"> • Nutrient • Sensory • Poison • Provenance • Research • Method • Prepare • Analyse • Recipe • Evaluate

Term	1	2	3	4	5	6	6	
Year 10	Health and safety Eat well guide Protein Protein practical Making informed food choices Fats Carbohydrates Carbohydrates practical Practical skills	Planning meals for specific groups Vegetarian taste testing Energy needs Nutritional analysis Food presentation methods Skills tests Bread experiments Coagulation experiments Carbohydrate structures and experiments Raising agents	Cake planning Micro-organisms and enzymes Food spoilage Bacterial contamination Buying and storing food Practical skills	Preparing, cooking and serving food Factors influencing food choice relating to religion and culture Food labelling and marketing influences Traditional cuisines and research task Cuisine sensory analysis Menu cuisine planning Sensory evaluations Food sources Food and the environment	NEA 1 practice Food investigation – Students' will show their understanding of the working characteristics, functional and chemical properties of ingredients This includes practical investigations into the properties and characteristics of food, which are a compulsory element of the task.	NEA 2 practice Food preparation assessment – Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved		
Vocabulary instruction	<ul style="list-style-type: none"> Garnish Decorate Aeration Bind Hold Grip Intensive Organic Genetic Sustainable Provenance Additives 		<ul style="list-style-type: none"> Cuisine Marketing Intolerance Allergy Bacteria Ambient Hazard Poison Preservative Mould 		<ul style="list-style-type: none"> Protein Fat Carbohydrates Vitamin Nutritional Energy Convection Emulsification Denaturation Coagulation Gelatinisation Shortening 			
			Assessment 1				Assessment 2	Review and reteach

Term	1	2	3	4	5
Year 11	NEA Task 1 – task analysis and research planning	NEA Task 1 research experiments and write up Research summary Research hypothesis Testing hypothesis and write up	NEA 2 – task selection Task analysis Research life stage Research dietary group Summarise research Select and justify dishes	Make three – four dishes to demonstrate technical skills Analyse technical skills Select final dishes Produce time plan Organise ingredients Complete final three dishes Complete evaluation	Revision and past paper practice to embed knowledge and apply skills
Vocabulary instruction	<ul style="list-style-type: none"> Garnish Decorate Aeration Bind Hold Grip Intensive Organic Genetic Sustainable Provenance Additives 	<ul style="list-style-type: none"> Cuisine Marketing Intolerance Allergy Bacteria Ambient Hazard Poison Preservative Mould 	<ul style="list-style-type: none"> Protein Fat Carbohydrates Vitamin Nutritional Energy Convection Emulsification Denaturation Coagulation Gelatinisation Shortening 	<ul style="list-style-type: none"> Technical skills Analysis Organisation Final evaluation Time plan Quality check 	
		Exams to take place in lessons	Mock 1	Mock 2	

Term	1	2	3	4	5	6	6
Year 12	Unit 1 – Practical skills and theory <ul style="list-style-type: none"> • Micro organisms and food safety • Allergens and food related illnesses. • Food safety in practice • Nutrition • Nutritional needs of humans 	Unit 1 – Practical skills and theory <ul style="list-style-type: none"> • Diets • Menu planning • Preparation and cooking techniques • Practical skills 	Unit 1 – Completion of NEA <ul style="list-style-type: none"> - Understanding the importance of food safety. - Understand properties of nutrients - Understand the relationship between nutrients and the human body 	Unit 1 – Completion of NEA <ul style="list-style-type: none"> - Plan nutritional requirements - Be able to cook complex dishes 	Unit 2 – Ensuring Food is safe to eat <ul style="list-style-type: none"> - Understand how microorganisms affect food safety. - Understand how food can cause ill health. - Understand how food safety is managed in different situations 		Review and reteach
Vocabulary instruction	Microorganism Allergies Food intolerance Legislation HACCP Protein Carbohydrates Vitamins Minerals Water	Patterns Guidelines Sustainable Complex menus Production Waste Provenance	Poisoning Cross contamination Nutrients Nutrition Human nutritional	Commodities Presentation techniques Food production	Allergies Allergic reaction Anaphylaxis shock Requirements Dietary Needs Illness Microorganisms Danger Zone		

